DOCUMENT RESUME

ED 273 771 CE 044 922

AUTHOR	Barnes, Martha; And Others
TITLE	Reading. Intermediate Supplemental Exercises. Courses 501-603.
INSTITUTION	Chicago City Colleges, IL. Chicago Urban Skills Inst.
PUB DATE	83
NOTE	130p.; For the intermediate level curriculum guide, see CE 044 919. For the reading exercise book for grades 7-8, see CE 044 923.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Alphabetizing Skills; Content Area Reading; Context Clues; Definitions; Dictionaries; Learning Activities; *Reading; Test Wiseness; *Vocabulary

ABSTRACT

This book of supplemental exercises is one of a series of books designed to provide educational materials in addition to the instructional texts in the Adult Learning Skills Program. Exercises in this intermediate level book are for the reading subject area. Course numbers and exercise topics are: 501 (simple context clues, vocabulary related to geography, synonyms, appropriate title, maps), 502 (vocabulary related to civics, antonyms, main idea, charts, graphs), 503 (vocabulary related to current events, homonyms, major and minor details), 601 (complex context clues, vocabulary related to world history, main idea and supporting details), 602 (prefixes, suffixes, and roots; vocabulary related to Illinois and U.S. history, sequence), and 603 (dictionary skills, test-taking techniques). A review is also provided for courses 501-603. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED273771

READING

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

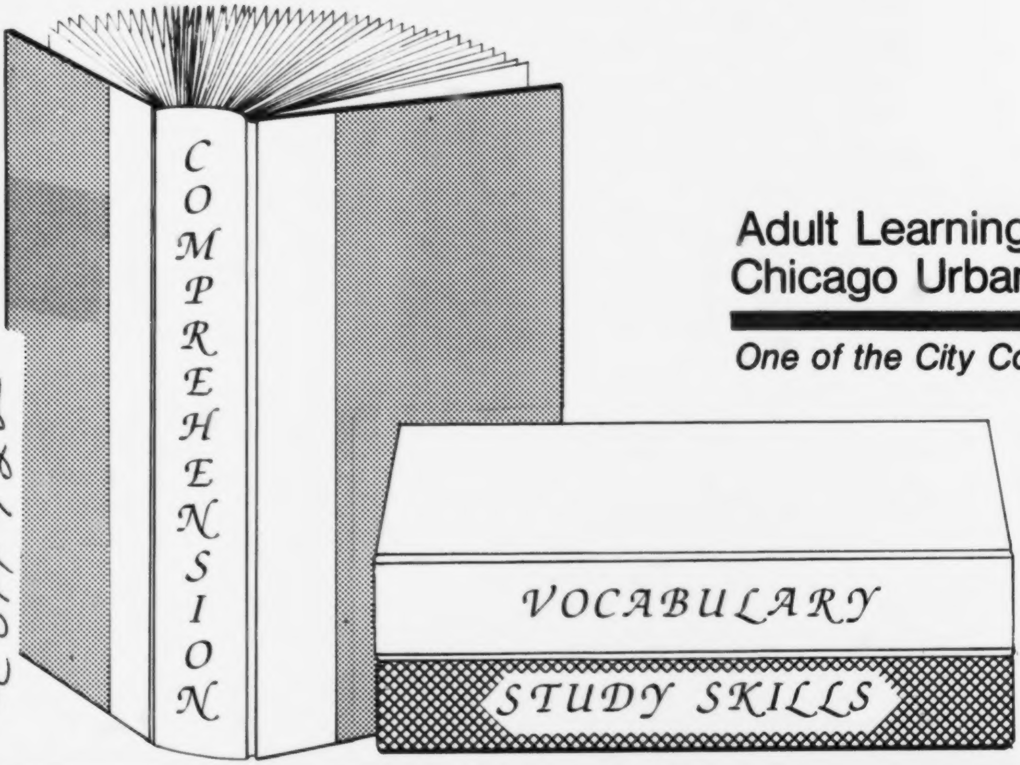
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
City Colleges of
Chicago T Oury
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Intermediate
Supplemental
Exercises

Courses 501 — 603



Adult Learning Skills Program
Chicago Urban Skills Institute

One of the City Colleges of Chicago

CE044922

BEST COPY AVAILABLE

ADULT LEARNING SKILLS PROGRAM

Supplementary Exercises

in

READING

Courses 501-603

CHICAGO URBAN SKILLS INSTITUTE

Peyton S. Hutchison, President

Donna D. Amstutz, Coordinator,
Department of Curriculum

CITY COLLEGES OF CHICAGO

Oscar E. Shabat, Chancellor

CHICAGO URBAN SKILLS INSTITUTE . 3901 SOUTH STATE STREET . CHICAGO 60609 . (312) 624-7300

One of the City Colleges of Chicago

The exercises in this booklet and in this series have been designed to provide educational materials in addition to instructional texts. The curriculum staff consists of five full-time ABE/GED Curriculum Specialists, four part-time ABE/GED Curriculum Writers, and three ESL Curriculum Specialists. The exercises in the Intermediate Level were developed in the subject areas by the following writers:

READING:	Martha Barnes June Rouse Gloria J. Taylor
ENGLISH:	Virginia Jackson
MATHEMATICS:	Gail Shea
Part-time Curriculum Writers:	Sandra Capleton, Mathematics Mary Charuhas, English Esters Greer, Reading Maria Thiel, English
Training Specialist Volunteer:	Evelyn Chandler, Mathematics
ESL Curriculum Specialists:	Jeffrey Bright Wilfred Gadsden Arlene Ruttenberg
Curriculum Clerical Staff:	Sylvia Arnold Cynthia Clifford Claretta Habeel Cynthia Means

TABLE OF CONTENTS

COURSE 501 . . . . 1 - 18

Simple Context Clues
Vocabulary Related to Geography
Synonyms
Appropriate Title
Maps

COURSE 502 . . . . 19 - 33

Vocabulary Related To Civics
Antonyms
Main Idea
Charts
Graph

COURSE 503 . . . . 34 - 46

Vocabulary Related to Current Events
Homonyms
Major and Minor Details

COURSE 601 . . . . 47 - 67

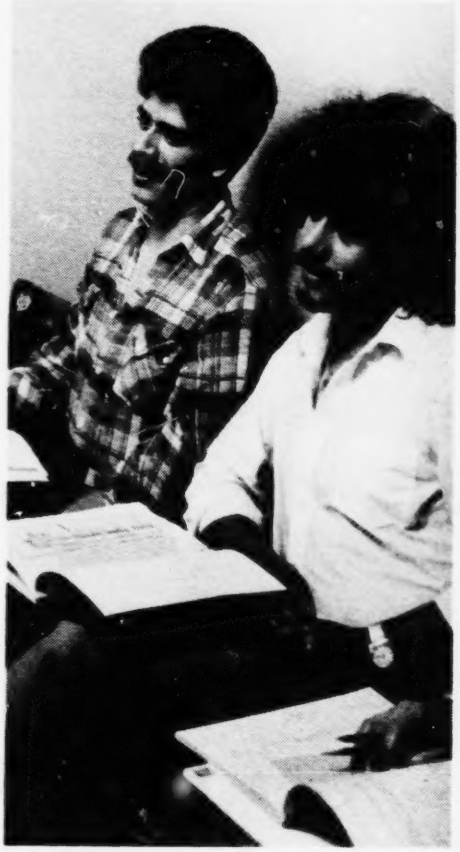
Complex Context Clues
Vocabulary Related to World History
Main Idea and Supporting Details

COURSE 602 . . . . 68 - 96

Prefixes, Suffixes and Roots
Vocabulary Related to Illinois and United States History
Sequence

COURSE 603 . . . . 97 - 124

Dictionary Skills
Test-taking Techniques
Review: 501-603



501, Exercise 1

OBJECTIVE: To recognize simple context clues to determine the meaning of words

PART I

You can find the meanings for words you don't know by looking for clues or hints in the texts you read. The context clues are the words and phrases surrounding an unfamiliar word. They help explain a word's meaning while you are reading.

A. Some words are defined in the sentence.

EXAMPLE: An odometer is a device used to measure distance traveled.

B. Some words are defined because authors repeat themselves using a more common word.

EXAMPLE: Interstate 294 is closed for construction. The Edens Expressway is closed for road building too.

C. Some clues are based on your experience with the facts in the story.

EXAMPLE: The road twisted and turned down the icy mountain. The trip to town was perilous.

Your experience with winter weather would tell you that perilous probably means dangerous.

DIRECTIONS: Draw a circle around the clue that helps to explain the meaning of the underlined word.

EXAMPLE: The corridor is a long hallway.

1. A person's home is his residence.
2. These plates are gilded. They are covered in gold.
3. A gram is approximately the weight of one nickle. A liter is about the size of a quart.
4. Please do not interfere with my work. I do not like anyone to meddle or bother me.
5. A calumet is a tobacco pipe used by North American Indians in peace ceremonies.
6. This paper is perforated. It has holes for two and three ring binders.
7. A continent is a large body of land surrounded by water.
8. This clue is significant. It is an important part of the evidence in this case.

9. Brian is planning to move to a different locale. He wants to live in another place.

10. I enjoy manual labor. It feels good to do work with my hands.

11. A gibbon has long arms and no tail. This small ape is native to Asia and the East Indies.

12. Let's meet at midday. We can have our noon meal together.

13. Before the accident, Jean was a reckless driver. Her carelessness got her into trouble.

14. The noted author gave a talk at the library last night. A lot of people came to hear the well-known writer.

15. Jenny was hoarse from shouting. Her voice sounded rough and husky.

PART II

DIRECTIONS: Define the underlined words using the context clues.

EXAMPLE: Things are happening very fast. I have thought of ways to stay abreast of current events. For example, one way I can keep up with what is going on is to read the newspaper daily.

"Abreast" means up-to-date on.

1. There are reasons why you should not prolong your visit with anyone in a hospital. For example, staying too long can tire a patient.

"Prolong" means ______

2. Charles participates in many activities. For example, he takes part in a choir, an acting group, a tennis club, and a music school.

"Participates" means ______

3. The youngster was very polite. For example, he opened the door and carried the suitcases for his grandparents.

"Polite" means ______

4. The union and management reached a compromise. For example, the union gave up two days paid vacation and the management agreed to a raise in pay.

"Compromise" means ______

5. The Statue of Liberty is eroding. For example, rain and snow damage the statue more each year.

"Eroding" means ______

OBJECTIVE: To define words using context clues

DIRECTIONS: Look for the clue in each sentence that helps to explain the meaning of the underlined word. Then define the word.

EXAMPLE: This area is restricted. No one can go beyond this point.

Restricted means limited.

1. The atmosphere is a body of gases that surrounds the earth.

2. Terry selected the gold pin. I picked the silver one.

3. The paper adhered to the board after the glue set.

4. John submitted his paper. After he gave it to the teacher, he asked her a question.

5. The builders leveled the ground to make it flat enough to start the house.

6. People who buy and use services from stores are called consumers.

7. After the hurricane, food was hard to find. Medicine was scarce as well.

8. This glass distorts your vision. It makes things look bent and broken.

9. Bickering about who is to blame will not solve the problem. Small fights only make things worse.

10. The railroad car with the poisonous gas went off the tracks. The town had to be evacuated. Within five hours there was not a person in sight.

501, Exercise 3

OBJECTIVE: To recognize and define words related to geography

DIRECTIONS: Read the following passages. Select the best answer for each of the questions in Part I and Part II.

PART I

CONTINENTS

The world has seven large bodies of land. They are called continents. They differ in size and shape. They are listed below.

- Asia
- Africa
- North America
- South America
- Antarctica
- Australia
- Europe

Asia is the largest. Australia is the smallest. Two of them are not divided into countries. They are Australia and Antarctica. The United States is in North America.

1. Which body of land is the largest?

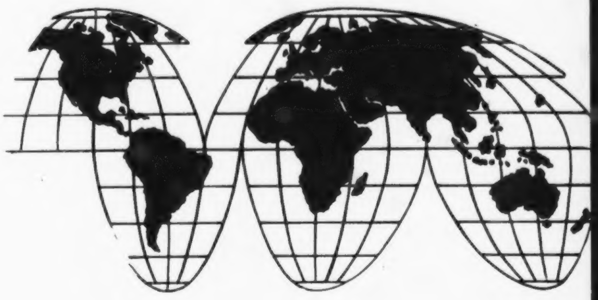
   a. Australia
   b. North America
   c. Asia

2. Which continents are not divided into countries?

   a. Antarctica and South America
   b. Australia and Antarctica
   c. Africa and Antarctica

3. Which country is part of North America?

   a. the United States
   b. France
   c. Germany



4. Which body of land is the smallest?

   a. Australia
   b. Africa
   c. Asia

5. A continent is

   a. a large mass of land
   b. a small body of land in Africa
   c. a small body of land in the United States

PART II

THE EARTH'S HEMISPHERES

A globe is a map of the world. It has four hemispheres. Hemi means "half." Sphere means "shaped like a ball." When we look at any half of the globe, we see a hemisphere. Each one has continents. They are listed below.

EASTERN HEMISPHERE

Europe Asia

Africa Australia

WESTERN HEMISPHERE

North America

South America

NORTHERN HEMISPHERE

All areas north of the equator

SOUTHERN HEMISPHERE

Antarctica

All other areas south of the equator

1. A globe is
   - a. a map of the earth
   - b. a map model of half of the earth
   - c. a flat model of the oceans of the world

2. Half of a globe represents
   - a. a hemisphere
   - b. four hemispheres
   - c. the equator

3. The United States is in the
   - a. Southern Hemisphere
   - b. Eastern Hemisphere
   - c. Western Hemisphere

4. Which continent is in the Western Hemisphere?
   - a. Africa
   - b. North America
   - c. Europe

5. Where is Antarctica located?
   - a. in the Northern Hemisphere
   - b. in the Southern Hemisphere
   - c. along the equator

OBJECTIVE: To recognize and define words related to geography

DIRECTIONS: Study the words and their meanings below. Other key words are underlined in the passage. Follow the directions for each exercise.

boundary:	The line where a state, city, or any other area stops.
desert:	A large sandy area with very little water and few trees or plants.
forest:	Land that is thickly covered with trees.
mountain:	A very high hill above sea level.
natural features:	Parts of the earth that are made by nature rather than by man.
ocean:	The large body of salt water that covers three-fourths of the earth's surface.
valley:	A low area between hills or mountains.

MAP FACTS

Maps are drawings of the earth. They tell us important facts about the world around us. The globe is a round map of the earth. Unlike a flat map, it does not give a distorted picture of the earth. It shows the earth in its true form.

There are many kinds of maps. A road map is one of the most useful maps. It shows details about highways, roads, cities, and distances between places. A traveler can use a road map to help figure out where he is, how far he must travel, and what route is best to take.

Some maps stress the natural features of the earth. These include valleys, deserts, forests, mountains, oceans, and lakes. Maps of this type are called physical maps. Physical maps can show things such as the height or surface of the land. They can also show the difference in temperature and rainfall or where various crops are grown.

Other maps show us details about units of government in certain places. They are called political maps. A political map shows boundaries and locations of states, cities, and counties.

PART I

DIRECTIONS: Match each word in Column A with its meaning in Column B.

COLUMN A

______ 1. desert

______ 2. forest

______ 3. mountain

______ 4. ocean

______ 5. valley

COLUMN B

a. a hill very high above sea level

b. a large body of salt water that surrounds land

c. low land between hills or mountains

d. a large sandy area with few trees or plants and very little water

e. a large area covered with trees

PART II

DIRECTIONS: Use the words below to complete each sentence.

physical map	boundary	globe
political map	natural features	road map

1. Physical maps outline the ________________ of the earth.

2. A ____________________is used for traveling.

3. On a map of the United States, _______________ lines show where one state ends and another begins.

4. A ____________________ may give an outline of mountains that may be in a certain area.

5. A___ ____________________ can show the number of people in a certain area of a city who voted to ban handguns.

6. If you want a true picture of the earth's form, use a _____________________.

501, Exercise 5

OBJECTIVE: To write words that have the same or similar meanings

> Synonyms are words that have the same or similar meanings. For example, the word alike is a synonym for same.

PART I

DIRECTIONS: Match each word in Column A with its synonym in Column B.

COLUMN A	COLUMN B
___ 1. fowl	a. quiet
___ 2. rot	b. employee
___ 3. worker	c. bird
___ 4. construct	d. decay
___ 5. silent	e. build

PART II

DIRECTIONS: Write a synonym for each word below.

EXAMPLE: huge gigantic

1. dollar ____________
2. foolish ____________
3. boat ____________
4. said ____________
5. seek ____________
6. taxi ____________
7. scream ____________
8. wise ____________
9. happy ____________
10. engine ____________
11. thin ____________
12. quick ____________
13. inform ____________
14. photograph ____________
15. create ____________
16. save ____________
17. hurt ____________
18. debt ____________
19. terrible ____________
20. lasting ____________

501, Exercise 6

OBJECTIVE: To recognize words that have the same or similar meanings

DIRECTIONS: Circle the best synonym for each underlined word in the following sentences.

1. Mt. Everest is the tallest peak in the world. It rises more than 29,000 feet above sea level.

   a. highest b. fullest c. wildest

2. Mt. St. Helens is the most active volcano in the U.S. It recently erupted, spreading lava and ash for miles.

   a. coughed b. exploded c. streamed

3. The types of vegetation that grow in an area are dependent on the climate. Some trees and grasses grow only in warm areas. Others grow only in cold regions.

   a. plants b. fossils c. fuel

4. We will install new carpeting next year.

   a. put in b. take out c. change

5. Mary entered school to put her idle time to use.

   a. unused b. based c. rushed

6. The sidewalks were safer once the ice dissolved.

   a. cracked b. cooled c. melted

7. The cook used force to open the jar of mustard.

   a. strength b. water c. concentration

8. The gardener worked the ground until it was even.

   a. hilly b. flat c. lumpy

9. We enjoy Henry's cheerful outlook on the world.

   a. happy b. gloomy c. simple

10. We listened as our teacher quoted the writer's words.

    a. repeated b. confirmed c. tested

501, Exercise 7

OBJECTIVE: To recognize words that have the same or similar meanings

DIRECTIONS: There are two sentences after each number. In the first sentence, there is an underlined word. From the list below, choose the best synonym for each underlined word. Write it on the line in the second sentence.

cost
tie
commend
display
registered
cash
request
provide
receive
appearance

1. The clerk pulled the knot to fasten the box. Experience enabled him to ___________ knots quickly.

2. The lottery winner tossed his wife the money. She quickly counted the ___________ and screamed with joy.

3. Joan examined the price of a new car. She moaned at the ___________.

4. A truck sped to supply medicine to the tornado victims. The Red Cross and nearby towns had given all they could ___________.

5. Dr. King heard that he would get the award. He was excited when he went to Sweden to ___________ it.

6. Rodney went to City Hall to ask for a copy of his birth certificate. He approached the clerk to ___________ it.

7. In June, 1963, two black students, protected by National Guard Troops, enrolled at the University of Alabama. Millions watched as they __________ for classes.

8. When you go for a job interview, you are judged by the way you look. Your ___________ should be neat and clean.

9. The principal wrote a letter of praise for the job they completed. He wanted to ___________ them for a job well done.

10. Martha is too shy to show her paintings. We encourage her to ___________ her ability.

OBJECTIVE: To select the best title for a paragraph

DIRECTIONS: Read the paragraph below. Check (✓) the best title for each one.

1. Electric cars are not new. The first ones were built in 1839. Many taxicabs were electric. They were used in many large cities. Automobile companies expect to use them again after 1990. People will be able to charge their cars at home. They will plug in their cars at night. By morning the batteries will be charged enough to drive their car for eight hours or about 300 miles. Electric cars will reduce noise and air pollution.

The best title for this paragraph is

______ A. Where Electric Cars Will be Driven

______ B. The History and Future of Electric Cars

______ C. How Electric Cars are Built

2. Two volcanoes have recently erupted in the United States. They are Mt. St. Helens in Washington and Mt. Kilauea in Hawaii. When a volcano erupts, many things happen. Steam rises. Dust and ash are blow into the air. The air becomes very hot and burns animals and plants. Melted rock called lava may pour down the sides of the volcano. It destroys everything it touches.

The best title for this paragraph is

______ A. Destructive Volcanoes

______ B. The Story of Mt. Kilauea

______ C. Volcanoes Seldom Erupt

3. The first Christmas Seals were created by Emily Bissell. She drew a design and had the seals printed in 1907. She then sold the seals. Her idea raised $3,000 to fight tuberculosis. Christmas Seals are still used to raise money. They provide needed dollars for medical research.

The best title for this paragraph is

______ A. How to Raise $3,000

______ B. Christmas Seals

______ C. The Life of Emily Bissell

4. Map scales make it easy to tell how far apart places are. Scales use a short line to show long distances. For example, a line one inch long may stand for 50 miles. It may also stand for 100 or 1,000 miles. Look at a map scale. Find the distance between two places.

The best title for this paragraph is

_______ A. Large Maps

_______ B. Understanding Map Scales

_______ C. Lines One Inch Long

5. The Olympic Games began in Greece many years ago. Every four years each Greek city would pick their best athletes to compete in various sports. Some of these were jumping, footraces, and wrestling. People from all parts of Greece came to watch the games. The games were a symbol of unity. People from different groups got to know each other better. This same spirit of unity exists in today's Olympic Games. They are now held all over the world.

The best title for this paragraph is

_______ A. The Purpose of the Olympic Games

_______ B. Modern Olympic Games

_______ C. Sports in Greece

OBJECTIVE: To select the best title for a reading selection

DIRECTIONS: Read the following selections. Check (✓) the best title for each one.

1. The Bermuda Triangle is an area of the Atlantic Ocean. It is off the southeast coast of Florida. More than 100 ships and planes have disappeared there.

These disappearances have been a mystery. In most cases, airmen and seamen did not send a distress message. Bodies and wreckage have seldom been found.

Some scientists believe that storms and air currents destroyed the ships and planes. They think that ocean currents then swept the remains far away. However, the Bermuda Triangle is still a mystery.

The best title for this selection is

_______ A. Nature is Mysterious

_______ B. The Mystery of the Bermuda Triangle

_______ C. Beyond the Ocean

2. Japan is located in the Pacific Ocean. It is along the coast of Asia. Japan is a unique country. It is made up of many islands. They are known for their beauty. Mountains and hills cover much of Japan. Poets have been inspired by the lovely trees and waterfalls. Artists have drawn these scenes for thousands of years. Japan is known for fine electric goods. Its cars and fish are famous also. It is one of the world's leading economic powers.

More than 111 million people live in Japan. They think it is very important to be polite. So they work well together. This helps them to cope with overcrowding. Japanese eat with chopsticks called hashi. They kneel at low tables to eat and play games. Most Japanese sleep on futons. These thick, soft pads are on the floor. On holidays many dress in traditional silk kimonos.

The best title for this selection is

_______ A. Japan and World War II

_______ B. A Study of Asia

_______ C. Japan, Its Land and People

3. What is geography? Some think it is about one thing. They say it tells where things are on earth. This is only partly true. It is also how things relate to each other.

Nature is part of geography. This includes such things as soil, weather, plants, and animals. Land is a part of geography. This includes how it is shaped and what it contains. Man-made things are another part of geography. This part includes mines, cities, and farms. What people do is also part of geography. How can this be true? Well, areas differ in many ways. This affects how we live and think. Sometimes, we make great changes. For instance, canals have been dug to bring water to desert areas. Crops have been farmed where there were none before. Plants and animals new to the area have begun to thrive.

Geography covers a great number of things. It tries to tell how the world gets along.

The best title for this selection is

_______ A. How People Differ

_______ B. What is Geography?

_______ C. A Study of Nature

4. Rainfall is the amount of water that falls in a certain place over a certain period of time. Rain gauges are used to measure rainfall. They are placed level on the ground miles apart for a period of 24 hours.

The most common type of rain gauge is shaped like a cylinder. A long narrow tube is on the inside of the cylinder. This is where the rainfall is measured. A funnel is connected to the top of this tube. The rain flows in the funnel, then into the tube.

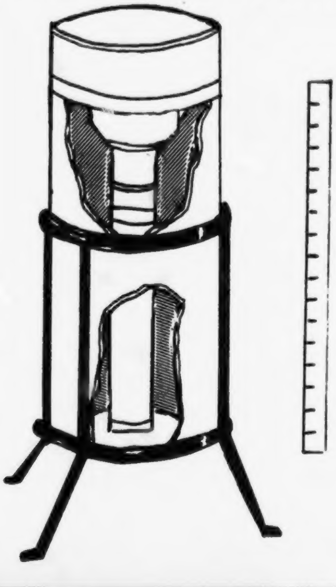
The funnel has an area that is 10 times larger than the tube. If one inch of rain falls into the funnel, it fills 10 inches of rain in the tube. Ten inches of rain in the tube is equal to one inch of actual rainfall.

The best title for this selection is

_______ A. Cylinders Have Many Uses

_______ B. How Rainfall is Measured

_______ C. All About Rainfall



OBJECTIVE: To write a title for a paragraph

DIRECTIONS: Write a title for each paragraph below.

1. Road maps make it simple to go from one city to another. Most highways are numbered to make it easy to follow them. Sometimes a dotted line tells of an unpaved road. A number in a shield shows an interstate or U.S. highway. Use a road map to plan your trip. This can save you time and trouble.

   Title: ____________________

2. The whale is the largest animal on earth. Giant dinosaurs were not as large as some whales. The largest whale is more than 95 feet long. It weighs about 150 tons. It is called the Blue Whale. Whales live in the ocean but they are not fish. They are animals. Unlike fish, whales breathe through their lungs. They will drown if they stay under water too long.

   Title: ____________________

3. Are you able to understand symbols on maps? They make map reading easier. Symbols are explained in a map legend or key. Before using a map, look for the key to the symbols. Many maps use dots, circles, lines, letters, colors, and pictures. Sometimes a symbol looks like what it represents, For example, a star in a circle often marks a capital city. A drawing of an airplane can stand for an airport. A railroad track can stand for a railroad. You can learn a lot by knowing these symbols.

   Title: ____________________

4. If you watch cartoons, you probably know the roadrunner. This bird is always being chased by a coyote. The roadrunner, however, is not just a cartoon bird. Mexico and the southwestern desert are its home. The roadrunner looks very much like the cartoon bird. It is about two feet long but only nine inches tall. For its size, it can run very fast. It has been clocked at 20 miles an hour. The roadrunner can glide a short way but it prefers to run. It does run on roads! It also runs along deer trails or other animal paths. But no one has yet seen it being chased by a coyote.

   Title: ____________________

5. One of the events in a rodeo is calf roping. A calf is a cow younger than a year old. A cowboy on a horse tries to outsmart the calf. No one can predict the calf's moves. The noise of the crowd and being chased makes it move wildly. It speeds up, slows down, and dodges. The cowboy uses a rope called a lariat. It has a noose on one end. He tries to throw the loop over the neck of the calf. Then he must get off his horse and throw the calf to the ground. The horse must keep the rope stretched while the cowboy ties three of the calf's legs together. Sometimes, the calf is the winner.

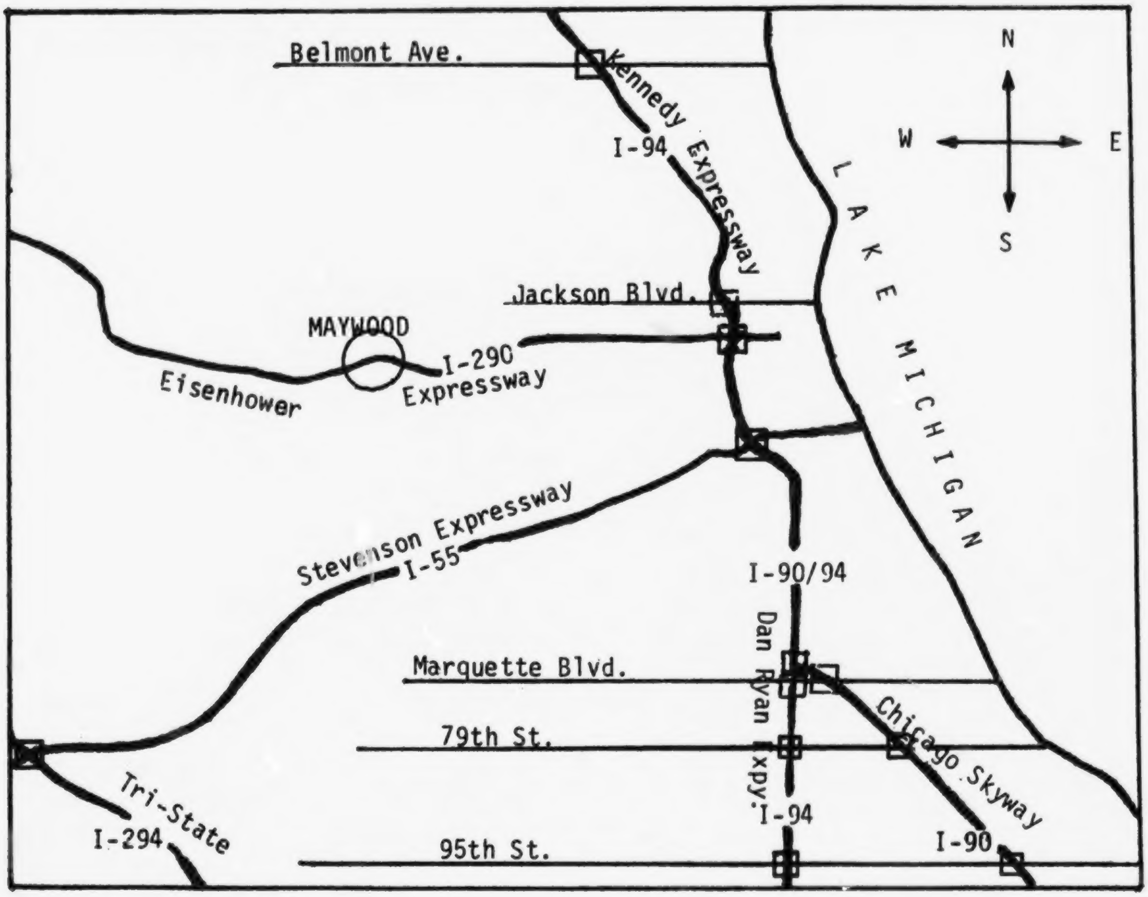
   Title: ____________________

501, Exercise 11

OBJECTIVE: To locate specific information using maps

DIRECTIONS: Study the map below. Then complete the exercises which follow.

This map shows some of the interstate highways that run through Chicago. Within Chicago, they are called expressways. The box ☐ on the map shows where highways and streets cross each other. It is at this point that you can get off one and onto the other.


Belmont Ave.
Kennedy Expressway
I-94
N
W
E
S
LAKE MICHIGAN
Jackson Blvd.
MAYWOOD
I-290
Eisenhower
Expressway
Stevenson Expressway
I-55
I-90/94
Dan Ryan Expy.
Marquette Blvd.
79th St.
Chicago Skyway
Tri-State
I-294
I-94
95th St.
I-90

(Not drawn to scale)

PART I

DIRECTIONS: Write true or false before each statement.

_______________ 1. Belmont Avenue is north of 95th Street.

_______________ 2. Jackson Blvd. is south of the Stevenson Expressway.

_______________ 3. Maywood is east of Lake Michigan.

_______________ 4. Jackson Blvd. crosses the Kennedy Expressway.

_______________ 5. The Kennedy Expressway is the same as I-294.

_______________ 6. 79th Street runs east and west.

______________ 7. The Eisenhower Expressway runs north and south.

______________ 8. Marquette Blvd. crosses the Dan Ryan Expressway.

______________ 9. The Eisenhower Expressway will take you to Maywood.

______________10. Lake Michigan is west of I-90.

PART II

DIRECTIONS: Study the map on the previous page. Circle the letter of the answer which completes each sentence.

1. Interstate 94 runs through
   a. Maywood.
   b. the Chicago area.
   c. Indiana.

2. Another name for Interstate 55 is the
   a. Dan Ryan Expressway.
   b. Eisenhower Expressway.
   c. Stevenson Expressway.

3. Another name for 90/94 is the
   a. Stevenson Expressway.
   b. Eisenhower Expressway.
   c. Dan Ryan Expressway.

4. The symbol ☐ means
   a. highways and streets cross each other.
   b. turn left.
   c. Lake Michigan is nearby.

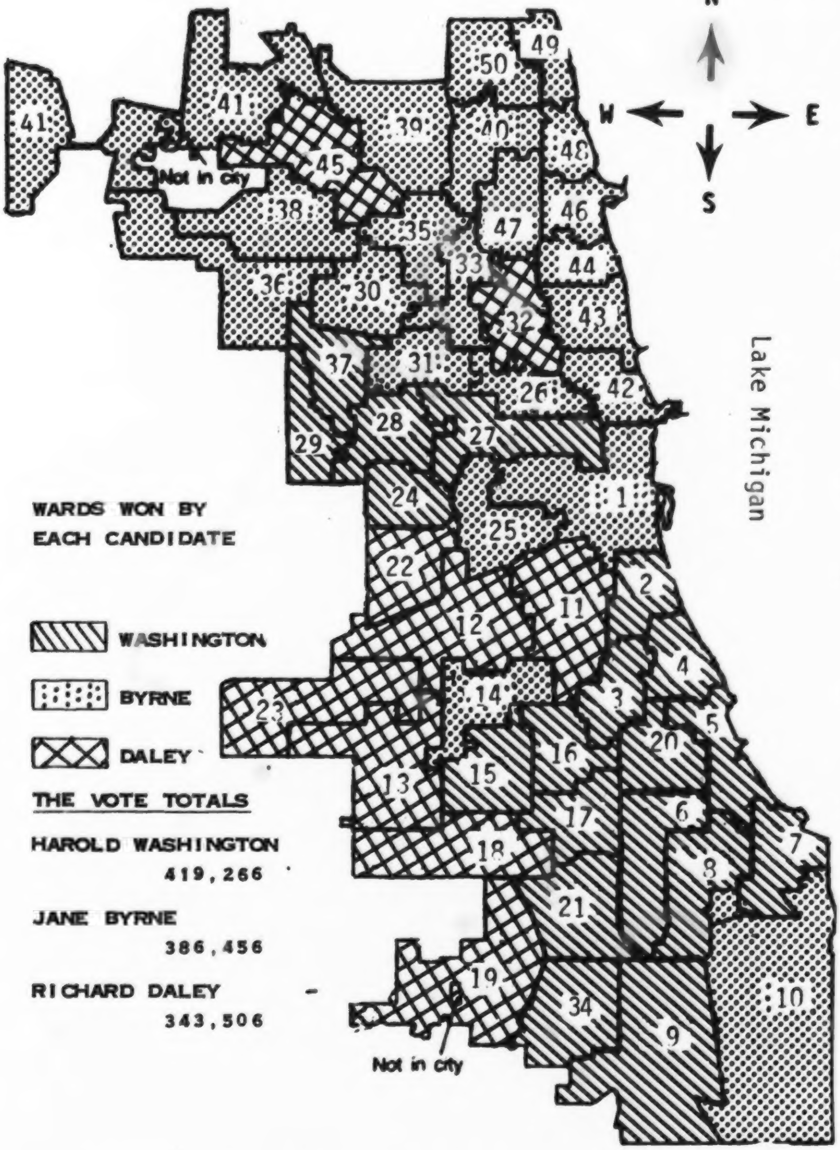
5. To go from 95th Street to Maywood, take
   a. 95th Street to the Stevenson Expressway. Then take the Stevenson west to Maywood.
   b. the Dan Ryan (90/94) north to the Eisenhower Expressway. Then take the Eisenhower west to Maywood.
   c. 95th Street west to 294. Take 294 north to Jackson Blvd. Then take Jackson Blvd. west to Maywood.

501, Exercise 12

OBJECTIVE: To locate specific information from maps

DIRECTIONS: Study the map below. Then answer the questions .

Chicago's 1983 Unofficial Primary Results
for the Office of Mayor
Wards Won in Democratic Primary


N
W
E
S
Lake Michigan
41
41
50
49
39
40
48
45
Not in city
38
35
47
46
36
30
33
44
32
43
37
31
26
42
29
28
27
24
1
25
22
11
2
12
4
23
14
3
5
20
13
15
16
17
6
7
18
8
21
19
10
34
9
Not in city
WARDS WON BY EACH CANDIDATE
▨ WASHINGTON
▒ BYRNE
▦ DALEY
THE VOTE TOTALS
HAROLD WASHINGTON
419,266
JANE BYRNE
386,456
RICHARD DALEY
343,506

Source: Adapted from a map that appeared in the Chicago Tribune, February 24, 1983

1. Does the map show the number of people in each ward? ________

2. Who won the largest number of wards? ________

3. Who won the smallest number of wards? ________

4. How many more votes did Washington receive than Byrne? ________

5. From which side of town did Byrne receive most of her votes? ________

6. Is the second ward on the eastside or westside of town? ________

7. How many wards did Daley win? ________

8. How do you know what wards supported Byrne?

____

9. Is the 5th or the 30th ward closer to Lake Michigan?

____

10. Who won the election based on the largest number of votes?

____

OBJECTIVE: To recognize and define words related to civics

DIRECTIONS: Read the following selection. Then complete the exercise which follows.

INTRODUCTION TO CIVICS

Civics is the study of the rights and duties of citizens. It tells about a nation's domestic, or home, issues. It also tells how our nation deals with other countries (or foreign issues). Civics explains politics and law. It tells how laws are made and officials elected.

News stories can be about civics. As we read, we find that we are part of more than just a nation. We have become part of the world. We learn about countries that are enemies and go to war. We learn about countries that are allies and work together in peace. We hear how these things affect trade and money matters at home and abroad.

We watch the drama of politics unfold. We learn about heroes and people who are loyal to their nation. We hear about spies and disloyal people. We find justice and fairness. At the same time we find injustice and unfairness. We see that some laws treat people equally. Yet we see that other laws treat people unequally. We gather all the facts and listen to each opinion. Then, we decide what to believe. All this is civics. Civics is a part of each of our lives.

DIRECTIONS: Look for clues in the passage above to complete the sentences below. The first one has been done for you.

1. Domestic issues are those that are at home________.

2. Civics has to do with a ________________ rights.

3. Allies are countries which work ________________.

4. A ________________ is someone who is disloyal to his country.

5. Things that happen abroad happen in other ________________.

6. To treat people unequally is to treat them with ________________ and ________________.

OBJECTIVE: To recognize and define selected words related to civics

DIRECTIONS: After studying the meanings of words below, read the selection. Then follow the directions for each exercise.

amendment	- that which is added to something
civil rights	- the rights guaranteed by law to all citizens regardless of race, color or sex
Constitution	- the basic principles by which the United States is governed
grandfather clauses	- parts of laws which restricted voting to people whose fathers or grandfathers voted during a time before freed slaves could vote
intent	- meaning or purpose
justice	- fair treatment
liberty	- the lawful freedom to think, feel and act responsibly and peacefully, as one sees fit
poll tax	- a tax that had to be paid in order to vote
rights	- things that are due to a person as a human being
Supreme Court	- the highest court in the United States. The Supreme Court explains the meaning of the Constitution.

WITH LIBERTY AND JUSTICE FOR ALL

> "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation, under God, indivisible, with liberty and justice for all."

This is the pledge of loyalty taught in schools across the country. New citizens also make a pledge. They promise to "support and defend the Constitution and the laws of the United States." In turn, our laws must protect the rights of citizens equally. No one group or person can be put above the law or be singled out to be hurt by it.

The Constitution sets forth the goals and form of our government. It is the highest law of the land. It lists the rights and liberties of Americans. The body of the Constitution tells how our government should be run between the nation and the states. It balances power among the President, Congress, and the Supreme Court.

The Constitution also has amendments which change or add to the law. Only Congress and the voters can amend the Constitution. The Supreme Court explains what the Constitution means. It makes sure that the intent of the law is followed. It is like a watchdog.

States have not always obeyed the intent of the law. After the Civil War, the 14th Amendment was added to give each person equal protection under the law. Freed slaves were given their civil rights. The 15th Amendment said states must not deny the right to vote on account of race, color, or past slavery.

Yet, the Supreme Court reviewed state voting laws and found a problem. Some states had found ways to "get around" the 14th and 15th Amendments. One way was the poll tax. Each voter had to show a tax receipt to vote in national elections. This tax was used to keep Blacks from voting. It could also be used to stop poor people. Blacks were hurt further by "grandfather clauses." These clauses let some people vote if they paid or not. These people had to have fathers or grandfathers who voted before a certain date. That date was one before freed slaves had been given the right to vote. The Black vote was cut back. The White vote was protected.

The Supreme Court advised Congress that all people had to be treated the same. This was more urgent than the states deciding who would vote. In 1964, Congress took action. It added the 24th Amendment to ban the poll tax in national elections. A law that had kept some people from voting was made illegal. All people had to have an equal chance to vote.

This is one way the Supreme Court watches over our rights. Under the law, each person is to be treated fairly and justly.

PART I

DIRECTIONS: Below are statements that use the vocabulary words. Circle TRUE after each statement that uses the underlined word correctly. Circle FALSE if the statement is incorrect.

1. The Supreme Court ignores the Constitution. TRUE FALSE
2. By adding an amendment, a change can be made in the Constitution. TRUE FALSE
3. If citizens are not treated fairly, their civil rights are being ignored. TRUE FALSE
4. The 15th Amendment protects a citizen's right to vote. TRUE FALSE
5. The rules stated in the Constitution are the basic foundation for our law. TRUE FALSE
6. Justice means that all people are to receive equal treatment under the law. TRUE FALSE
7. Liberty guarantees fair treatment under the law. TRUE FALSE
8. Some states did not follow the intent of the 14th and 15th Amendments. TRUE FALSE
9. The poll tax prevented many Blacks from voting. TRUE FALSE
10. Grandfather clauses protected the voting rights of freed slaves. TRUE FALSE

502, Exercise 2
Continued

PART II

DIRECTIONS: Write the correct word from the list below on the line in each sentence.

amendments civil rights Constitution justice liberty

intent Supreme Court poll tax rights grandfather clauses

1. All human beings have _________ due to them as people.

2. Our laws give us the _________ to think, feel and act with freedom.

3. The _________ can be changed when the needs of people change.

4. The _________ explains the Constitution.

5. To treat everyone fairly is an example of _________.

6. The writing of _________ helps the Constitution to change with the times.

7. Voting and equal protection under the law are _________ due to a citizen of the United States.

8. The 24th Amendments banned the _________ in national elections.

9. _________ protected the White vote. They made it possible for Whites to vote without paying a poll tax.

10. The main _________ of the poll tax was to keep Blacks from voting.

502, Exercise 3

OBJECTIVE: To recognize words that have opposite meanings

An antonym is a word that means the opposite of another word.

EXAMPLE: The word cold is an antonym for hot.

PART I

DIRECTIONS: Write at least one antonym for each of the following words.

1. up ____________________
2. fast ____________________
3. same ____________________
4. short ____________________
5. narrow ____________________
6. simple ____________________
7. give ____________________
8. far ____________________
9. here ____________________
10. no ____________________

PART II

DIRECTIONS: Circle the best antonym for each word at the left.

EXAMPLE:	GO	far	walk	[✓ stay]
1.	OLD	wrinkled	new	fresh
2.	HAPPY	sad	bright	helpful
3.	PUSH	get	pull	shove
4.	DIRTY	clean	mean	suds
5.	CURVED	globe	straight	round
6.	MINUS	plus	without	all
7.	MAJOR	small	general	minor
8.	CAPTURE	release	loose	lock
9.	WITHDRAW	march	enter	break
10.	BEGIN	start	lose	end

PART III

DIRECTIONS: Look at 502, Exercise 1. In the passage, Introduction to Civics, there are many antonyms such as peace and war. Find antonyms from the passage for the following words.

1. abroad ______________
2. enemies ______________
3. duties ______________
4. spies ______________
5. justice ______________
6. equally ______________
7. unfairness______________
8. opinions ______________
9. domestic ______________
10. loyal ______________

PART IV

DIRECTIONS: Some important words related to civics are defined below. They are given in pairs. The second capitalized word is the antonym (opposite) of the first.

Use the words below to complete the definition of the second word in each pair.

together approved free person disagree

1. DEMOCRACY - power rests in the hands of the people.

   DICTATORSHIP - power rests with a single ______________.

2. VETO - to turn down, or reject a bill that the legislative has passed.

   RATIFY - the bill has no opposition; it has been ______________.

3. SEGREGATION - deliberate separation of people from others.

   INTEGRATION - all people are allowed to be ______________.

4. CONCUR - to agree and join together on one opinion.

   DISSENT - to have a strong difference of opinion, to ______________.

5. INDICT - to charge a person with an offense or crime.

   ACQUIT - to ______________ a person from a criminal charge.

PART V

DIRECTIONS: Match each word in Column A with its antonym in Column B.

COLUMN A	COLUMN B
____1. powerful	a. local
____2. citizen	b. alien
____3. balanced	c. illegal
____4. freedom	d. attack
____5. national	e. slavery
____6. legal	f. helpless
____7. public	g. separate
____8. defend	h. deny
____9. unite	i. private
____10. permit	j. unbalanced

OBJECTIVE: To identify the main idea in a paragraph

> A paragraph may have many sentences but only one main idea. Often there is one sentence in a paragraph which pulls all the other sentences together. This sentence contains the main idea and can come at the beginning, middle or end of a paragraph.

PART I

DIRECTIONS: Underline the sentence that states the main idea in each paragraph.

EXAMPLE: Civics courses are about a citizen's rights and duties. To do our duty we must be aware of our country's problems. These can be at the local, state, national, or world level. To protect our rights we must also know the law. We must know the facts and form of government. Civics courses stress working well with others for the good of all.

1. The Constitution is the highest law of our land. It says which powers should be given to the nation or to the states. It also says which powers must be shared. The Constitution helps settle disputes between states. It is also used to decide which acts of Congress or state and local laws are fair and suitable.

2. The Preamble comes before the body of the Constitution. It lists six reasons for writing the Constitution. The chief reason was to "form a more perfect union." Courts had to be founded as well. Peace among the states and the people had to be insured. There also had to be a "common defense" in time of war. The welfare of the people had to be looked after. Freedom was an urgent issue. The writers wanted their children and their children's children to be free.

3. What is the basis of our personal freedoms? One kind of freedom is to worship as we please and to meet together. Another is freedom of speech and the press. We are free to use arms to protect our community. We cannot be searched without just cause. Our property cannot be seized. We have the right to due process of law and to a speedy public trial. We cannot be tried more than once for the same crime. Bails and fines cannot be set too high or punishment be too unfair. How do we know these things? Our personal freedoms are listed in the Bill of Rights.

4. Citizens have duties as well as rights. They must pay taxes. In time of war they may be called upon to fight. They may also have to serve on juries. A person on a jury must stop his regular work and serve as long as the court needs him. Voting is a right but it is also a duty. There are laws about some duties. Other duties are just expected of good citizens.

5. Becoming a citizen is not easy. Aliens come to the United States to visit, work, or study. To become a citizen an alien must file a petition. Such a person must also be 18. There are residence requirements as well. Aliens must prove that they are not criminals or against our government. In most cases they must speak, read, and write English. They must also know U.S. history and pass a test about the Constitution. Finally, they take an oath in court to uphold the Constitution. This way aliens make our country their own. This process is called naturalization.

PART II

DIRECTIONS: After studying the meanings of the words below, read the following paragraphs. Underline the main idea in each.

appeal	- a request to change a decision made by another court
Cabinet	- a group of advisors to the President who also head major departments in our government
constitutional	- in agreement with the Constitution
executive	- an officer or group of officers who put laws into effect
federal	- having to do with the central or national government
impeach	- to accuse an official of misconduct
judicial	- having to do with the courts
legislative	- having the power to make laws
treaty	- an agreement between two or more countries

1. The writers of the Constitution did not want our federal government to be too strong. They wanted the rights of the people to be safe. They made sure power was shared between the nation and the states. They also split the federal government into three branches. Congress was one of the branches. The President, the Cabinet, and their workers became another. The Supreme Court represented a third branch. These branches formed a system of checks and balances. No one branch could get so much power as to take over the country.

2. There are three branches of the federal government. The legislative branch is called Congress. It makes laws for the whole nation. It also has special powers. These involve money, trade, courts, war, the post office, and the armed forces. Only Congress can impeach the President. Congress has a Senate and a House of Representatives. The number of House members is based on the number of people in each state. There are two senators from each state in the Senate.

3. The executive branch enforces the law and guides the day to day work of running the country. The chief executive is the President. He is the head of the armed forces. He can make treaties with the consent of Congress. He can veto laws sent to him by Congress. Congress must then take further action. The chief executive appoints judges. He also appoints anyone else he needs to lead the country. The Cabinet advises the President. The Vice President takes the place of the President if for any reason he cannot serve.

4. The judicial branch, our federal court system, explains our laws. It decides if laws are constitutional. It also decides if the actions of the executive branch are constitutional. Federal courts hear cases brought against the United States by people from other countries. They also settle law suits brought by people against states. One state can sue another in federal court. The highest court is the Supreme Court. It has nine justices. All nine are chosen by the President for life. One justice is the Chief Justice. There are also district courts and courts of appeal. People can go from a lower court to a higher court if they do not like a decision.

5. The executive branch of state government is run by the Governor. He enforces laws that apply to the state. He also appoints judges or anyone else needed by the state. He works closely with the legislative branch and heads the National Guard. Many states elect other executive officers. In most states the legislative branch has two houses. State laws cover the needs of the people in that state. The state courts make up the judicial branch. There are many kinds of state courts. They try civil and criminal cases. State governments have the same three branches as the federal government.

OBJECTIVE: To locate specific information using charts

A chart is a useful way to organize facts in easy-to-read form. Information that may take several lines in a paragraph is organized into lists with headings. Information is given in words and/or numbers. There usually are no pictures.

PART I DIRECTIONS: Read the following paragraph and fill in the missing information on the chart below.

SOME PRESIDENTIAL STATISTICS

George Washington was born in Virginia in 1732. He was the first President of the United States. There was no party system in the U.S. until after he began his first term. The Federalist party was then formed. He later joined that party. John Adams, the second President, was also a Federalist. Adams was born in 1735 in Massachusetts. Thomas Jefferson was the third President. He was born in Virginia in 1743. He was a Democratic-Republican. This party wanted more power for the states and common people. They were opposed to the Federalists. The Federalists wanted a strong central rule. James Madison, the fourth President, and James Monroe, the fifth, were of the same party as Jefferson. Both were born in the same state as well. Madison was born in 1751 and Monroe in 1758. John Quincy Adams was the sixth President. He was the first known as a Democrat. He was born in Massachusetts in 1767.

DIRECTIONS: Complete the chart below. Some information has been given to you. Keep your entries in the correct columns and lines!

SOME PRESIDENTIAL STATISTICS

	NO.	NAME OF PRESIDENT	POLITICAL PARTY	STATE OF BIRTH	YEAR OF BIRTH
a.		George Washington	Federalist	Virginia	
b.	2		Federalist		1735
c.		Thomas Jefferson		Virginia	1743
d.	4	James Madison	Democratic-Republican		
e.		James Monroe		Virginia	
f.	6		Democrat		1767

PART II

DIRECTIONS: Answer the following questions. Use the completed chart in Part I for information.

1. Who was the fourth President of the United States?
2. What President was born in 1758?
3. Who was the first President who belonged to the Democratic party?
4. In what state were John Adams and John Quincy Adams born?
5. What are the names of two Presidents who belonged to the Federalist party?

PART III

DIRECTIONS: Read the following paragraph. Fill in the information on the chart below.

CONSTITUTIONAL AMENDMENTS RELATED TO VOTING

The writers of the Constitution left voting laws to the states. Most states let only White males over 21 vote. Changes had to be made to give this right to more people. In 1868, the 14th Amendment was added. It said all persons born in the United States or naturalized were citizens. This included former slaves as well as Whites. No state could make laws singling out one group over any other. This applied to voting laws as well. The 15th Amendment was passed in 1870. It gave Black men the right to vote. It said that no one could be denied this right on account of race, color or previous slavery. Women got the right to vote in 1920 with the 19th Amendment. In 1971, the 26th Amendment was added. It changed the voting age from 21 to 18.

AMENDMENTS RELATED TO VOTING

	NUMBER OF AMENDMENT	DESCRIPTION	YEAR ADOPTED
a.	14		1868
b.		You cannot be prevented from voting because of your color.	
c.			1920
d.	26		

OBJECTIVE: To locate information using graphs

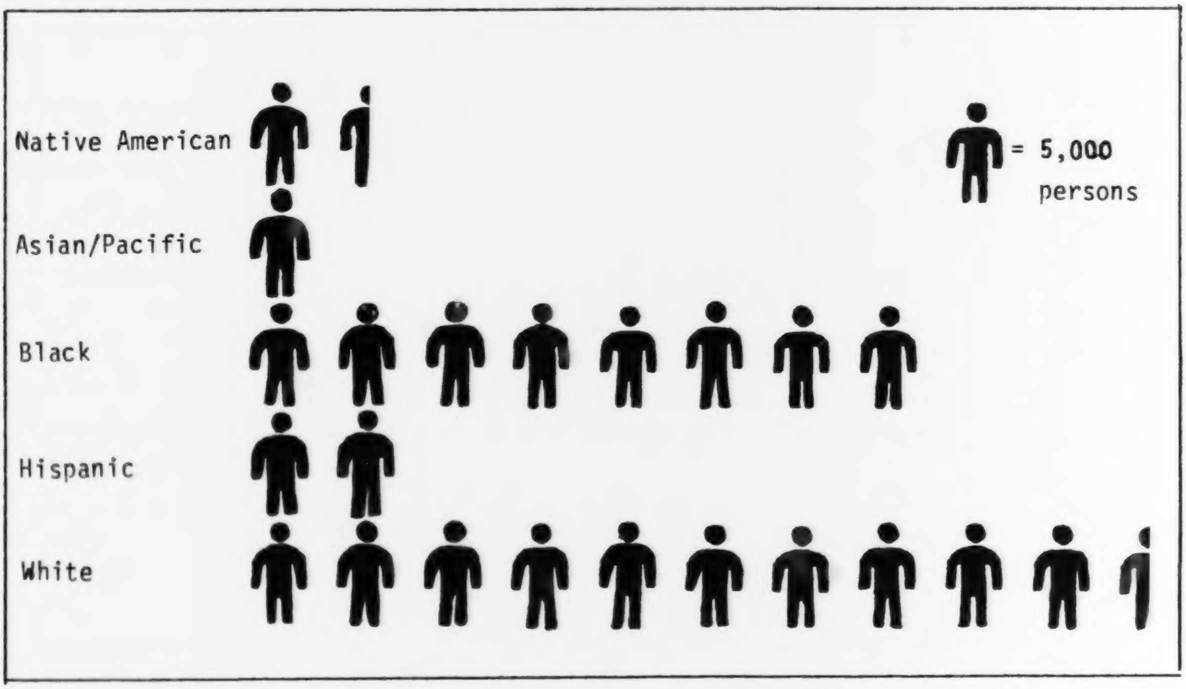
Graphs change words into drawings. Long lists of facts and figures become a single picture. In this exercise, you will see an example of a picture graph, a bar graph and a line graph.

PART I

Picture graphs (or pictographs) use a symbol to represent "how many." (Amounts are always rounded off.)

HOW TO READ A PICTURE GRAPH: The title tells what the graph is about. A key tells how many things each symbol represents. A symbol may be cut in half to show half the number shown in the key.

ETHNIC GROUPS IN LONG RIDGE, 1980 CENSUS



DIRECTIONS: Study the picture graph to fill in the blanks below.

1. Half of a picture means ____________________ persons.
2. There are about ____________________ Native Americans in Long Ridge.
3. The ____________________ group has the next to most people in Long Ridge.
4. The ____________________ group accounts for about 10,000 people.
5. There are fewer ____________________ persons than any other group.

PART II

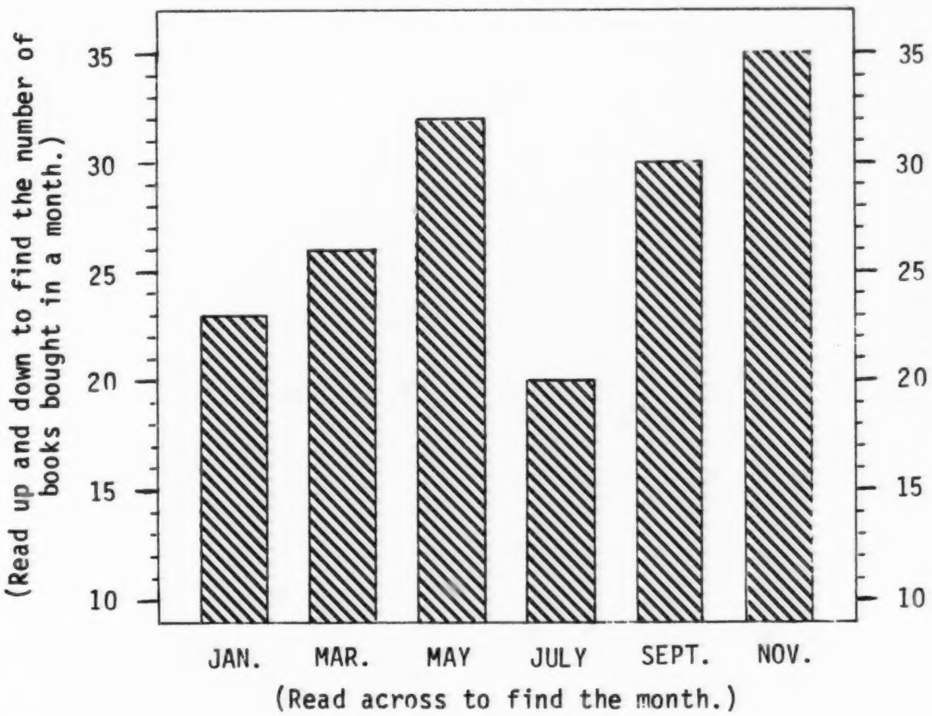
Bar graphs make it easy to compare facts. They show two or more ideas are related.

HOW TO READ A BAR GRAPH: Bar graphs may be drawn with the bars running up and down (see graph below) or from left to right. Time is usually written along the bottom. Whatever is being measured is usually written along the side. Look for labels that tell you what is being shown.

DIRECTIONS: Read the following information and study the graph.

Mr. Sirra buys books every two months for a public library. We can compare the number of books he buys each month.

LIBRARY BOOKS BOUGHT IN 1982



DIRECTIONS: Study the bar graph. Then complete the following sentences.

1. The month in which the greatest number of books were bought is ______.
2. The number of books bought in March is ______.
3. Fewer books were bought in ______ than in January.
4. In September, Mr. Sirra bought ______ books.
5. Does the graph indicate the total number of books bought in 1982? (Answer YES or NO.) ______

PART III

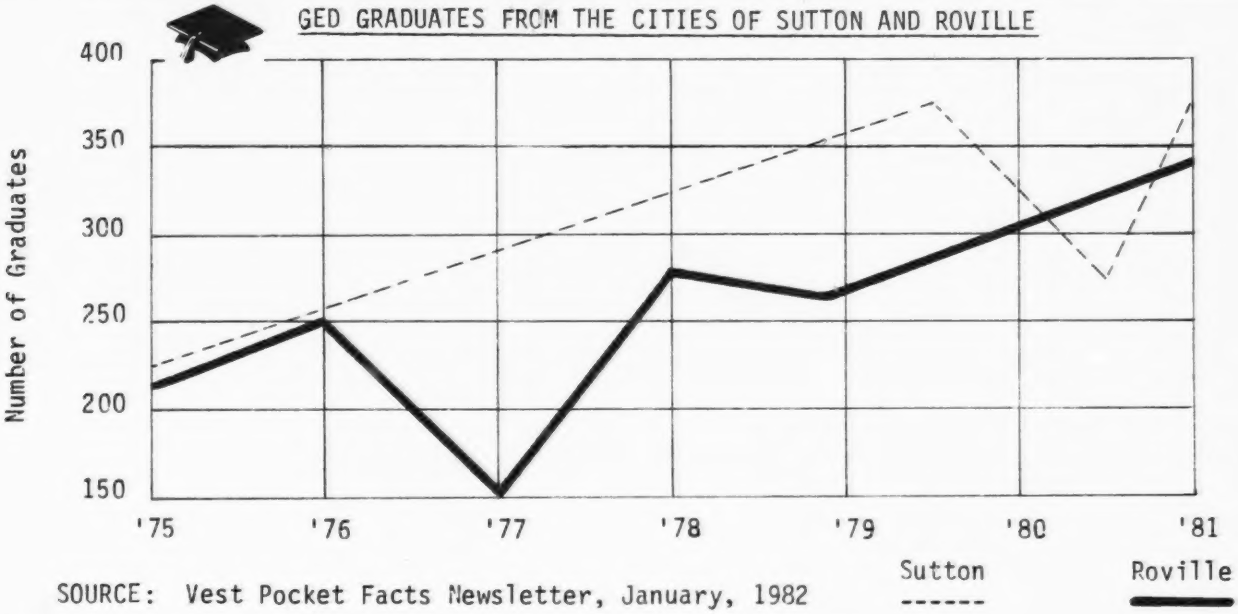
Line graphs show how things grow in number or size. They show how things increase or decrease.

HOW TO READ A LINE GRAPH: The quantity unit is always given along the side (vertically). The smallest quantity is at the base (bottom) of the side.

If the graph shows time, this scale is usually at the base of the graph. The earliest date or time is at the left.

Sometimes more than one line is used to show information. Then, a label on each line or a label with an arrow tells what each line represents.

The graph may be taken from some book or other source. The source is usually stated on the left, below the graph.



GED GRADUATES FROM THE CITIES OF SUTTON AND ROVILLE

SOURCE: Vest Pocket Facts Newsletter, January, 1982

DIRECTIONS: Study the graph above to complete the following sentences.

1. The fewest number of people graduated in Sutton in the year_______.
2. The greatest dip in graduates in Roville was in the year_________.
3. About __________ people graduated in Roville in 1980.
4. ______________________is the city with the greatest average total of graduates.
5. Is it possible to compute the approximate total number of graduates of both cities for the year 1978? (Write YES or NO.)_______________.

503, Exercise 1

OBJECTIVE: To recognize and understand selected words related to current events

DIRECTIONS: Study the key words and their meanings below. Read the selection. Then complete the exercises which follow.

unemployment compensation:	Money paid to laid off and fired workers. This money is a portion of their regular wage.
claim:	To demand as your right.
compensation:	Something given to make up for something else.
guidelines:	The policy for determining a course of action.
unemployment:	Being out of work.

UNEMPLOYMENT COMPENSATION IN THE STATE OF ILLINOIS

Unemployment compensation is money paid to workers. They must be laid off or fired. If fired, workers must have a good reason.

Employers pay for part of the unemployment compensation. The state pays the rest. Its main aim is to help with expenses between jobs. Here are guidelines for Illinois.

a. Your employer must pay the state for unemployment insurance.

b. You must have earned a certain sum of money during your base period. The period is 12 months. It has four quarters (every 3 months).

c. You must be ready for work when you file a claim.

d. You must be able to work. You can't get benefits if you are ill.

e. You must be looking for a job.

f. You must be signed up for work. You must sign up at your local Job Service Office.

g. You must wait a week before you can get a check.

All workers may not get unemployment benefits. You may not qualify for benefits if you:

a. work on a farm

b. work in a private home

c. work for the railroad

d. work for your spouse or child

e. lose a job because of misconduct

f. receive a salary based on commission

PART I

DIRECTIONS: Complete the following sentences with the words below.

claims unemployment guidelines compensation unemployment compensation

1. Anything given to make up for something else is called ______________.
2. When a person ______________ unemployment benefits, he must be available for work.
3. To receive unemployment benefits a worker must meet the state ______________.
4. ______________ is set up to help people with living costs between jobs.
5. ______________ means being out of work.

PART II

DIRECTIONS: Write true or false before each statement.

___ 1. You can not collect benefits the same day you are laid off.

___ 2. Both the employer and the state pay for unemployment insurance.

___ 3. If you are ill for an extended period of time, your unemployment check will be mailed.

___ 4. You must be available for work when you apply for benefits.

___ 5. You can sign up for unemployment compensation with your employer.

OBJECTIVE: To define and use words related to current events

DIRECTIONS: Study the following words. Then read the selection. After reading the selection, follow the directions to complete each exercise.

public issue:	A problem or concern. It may affect people of a city.
law:	A set of rules. All people must follow these rules.
election day:	A time set aside to vote.
ballot:	A piece of paper used to vote. A voter marks his choice of people on this paper.
government:	People chosen to run a country, state, or city. They make and enforce laws.

VOTING

Voting is a right given to people in a democracy. The United States is a democracy. It is a government run by the people. Voting is a way for people to choose who will run the government. They may also decide on public issues. For example, people of a city may vote to ban the sale of handguns.

Who may vote? Most people of the United States who are at least 18 years of age may vote. This became a law in 1971. Before 1971, the voting age was 21 in most states.

How does one register to vote? First, he completes a form in person. On this form, he must write his name, address and social security number. Also, he must write his birth date, birth place and local address. He signs the form to indicate that the information given is true. Then his name is later put on a list of voters.

503, Exercise 2
Continued

On election day, his name is checked before he can vote. If he is on the list, he may cast his vote. This may be done by using a voting machine or paper ballot. No matter which method is used, it is important to vote. Only by voting can we have a government run by the people.

PART I DIRECTIONS: Write T if the sentence is true and F if the sentence is false.

___ 1. Voting is a right given to all people in the United States.

___ 2. Voting is a way for people to choose their friends.

___ 3. To register to vote, a person must complete a form in person.

___ 4. In most states the voting age is 21.

___ 5. The United States is a democracy.

PART II DIRECTIONS: Match each word in Column A with its identifying phrase in Column B.

Column A	Column B
___ 1. ballot	a. a concern that may affect a whole city
___ 2. public issue	b. rules all people must follow
___ 3. government	c. a time when people vote
___ 4. law	d. a method of voting
___ 5. election day	e. makes and enforces laws

PART III DIRECTIONS: Complete each sentence with one of the vocabulary words.

1. Some people use a voting machine or a paper ______________ to vote for political leaders.

2. A ______________ passed in 1971 changed the voting age to 18.

3. Many Americans vote on ______________.

4. A vote to ban the sale of handguns is a ______________.

5. The United States ______________ is run by the people.

503, Exercise 3

OBJECTIVE: To identify homonyms

Homonyms are words like buy and by. The words sound alike but are different in meaning and spelling.

PART I

DIRECTIONS: Match the words in Column A with their homonyms in Column B.

Column A	Column B
____ 1. hour	a. pear
____ 2. eight	b. son
____ 3. be	c. beet
____ 4. pair	d. male
____ 5. beat	e. our
____ 6. sun	f. bee
____ 7. blew	g. new
____ 8. knew	h. ate
____ 9. mail	i. maid
____10. made	j. blue
____11. their	k. two
____12. die	l. break
____13. too	m. sale
____14. sail	n. there
____15. brake	o. dye

503, Exercise 3
Continued

PART II

DIRECTIONS: Find the homonyms in the puzzle for the following words. Circle each homonym. Then write the homonym next to the word. The first one has been done for you.

1. know no
2. whole _____
3. hear _____
4. red _____
5. dear _____
6. sea _____
7. plane _____
8. meat _____
9. write _____
10. sew _____
11. brakes _____

H	R	P	E	S	H	I	A	D	L
O	F	L	D	Y	R	H	E	R	E
L	L	A	B	P	E	N	N	I	F
E	M	I	J	O	A	M	Q	G	Z
M	T	N	N	C	D	S	J	H	S
E	K	I	G	P	C	O	K	T	E
E	M	D	E	E	R	R	C	O	E
T	L	O	L	U	A	N	B	I	Y
L	L	E	B	R	E	A	K	S	I

PART III

DIRECTIONS: Look at the following pairs of words. Check (✓) the pair of words which are homonyms.

___ 1. ring, wring
___ 2. picture, pitcher
___ 3. where, wear
___ 4. hall, haul
___ 5. man, men
___ 6. site, cite
___ 7. mail, male
___ 8. scent, scene
___ 9. sail, sale
___10. flower, flour
___ 11. hear, heard
___ 12. bear, bare
___ 13. knight, night
___ 14. threw, through
___ 15. tied, died

503, Exercise 4

OBJECTIVE: To use homonyms in sentences

The following groups of words sound alike but have different spellings and meanings. Look at the meaning of each word and how it is used in a sentence.

two	- number	Mr. and Mrs. Jack have two children.
to	- direction - part of an infinitive	I went to the supermarket yesterday. I want to go to Great America.
too	- also - to an excessive degree	He wants a new coat, too. It is too hot for me.
there	- direction - used to introduce a sentence	Put the glass over there. There are two cars parked in front of the house.
their	- possessive pronoun (shows ownership)	Mary and LeRoy sold their car.
it's	- it is (contraction)	It's time to go.
its	- possessive pronoun	The dog played with its tail.

PART I

DIRECTIONS: Underline the correct word to complete the following sentences. The first one has been done for you.

1. Chris went (to, too) the store.
2. The car lost (its, it's) muffler on the highway.
3. We bought (too, two) chairs for the living room.
4. Mark and Kim took (their, there) children to the zoo.
5. (It's, Its) too late to go shopping.
6. You think you are smart and I think so, (too, to).
7. The children took (there, their) boots to school today.
8. (Its, It's) your word against mine.
9. It is (too, to) good to be true.
10. (There, Their) are two churches near my apartment.
11. Put the box of candy over (there, their).

503, Exercise 4
Continued

PART II

Study the meanings of the following homonyms. Then complete the exercise which follows.

coarse	- rough or heavy in looks or texture
course	- onward movement; progress
	- series of studies in a school, college or university
capital	- referring to a city
capitol	- referring to a building
minor	- a person under legal age
miner	- a person who works in a mine
steal	- to take or get unlawfully
steel	- a strong metal
week	- a period of seven days
weak	- opposite of strong
piece	- a part of a whole
peace	- opposite of war

DIRECTIONS: Choose the word in parentheses that should be used in each sentence. Then write it in the space provided.

1. Washington, D.C. is the ________________ of the United States.
(capital, capitol)

2. Cathy found the ________________ in reading very interesting.
(course, coarse)

3. Cigarettes are not sold to ______________. (miners, minors)

4. A ______________ of the broken glass was found on the floor. (peace, piece)

5. The GED exam will be given next ______________. (week, weak)

6. The dove is a symbol of ______________. (piece, peace)

7. The bridge over the Chicago River is made of heavy ______________. (steel, steal)

8. Each math ______________ lasts one year. (coarse, course)

9. The building in which the United States Congress meets is the ______________. (capitol, capital)

10. Many of my relatives are coal ______________. (miners, minors)

11. You can feel the ______________ grain of leather. (course, coarse)

12. Springfield is the ______________ of Illinois. (capitol, capital)

13. After his operation, Jerry was too ______________ to walk. (weak, week)

14. Martha ate the last ______________ of cake. (peace, piece)

15. He has not decided the appropriate ______________ to take. (course, coarse)

OBJECTIVE: To recall major or minor details in a reading selection

DIRECTIONS: After reading the information below, read the selection. Then fill in the missing details in the block diagram.

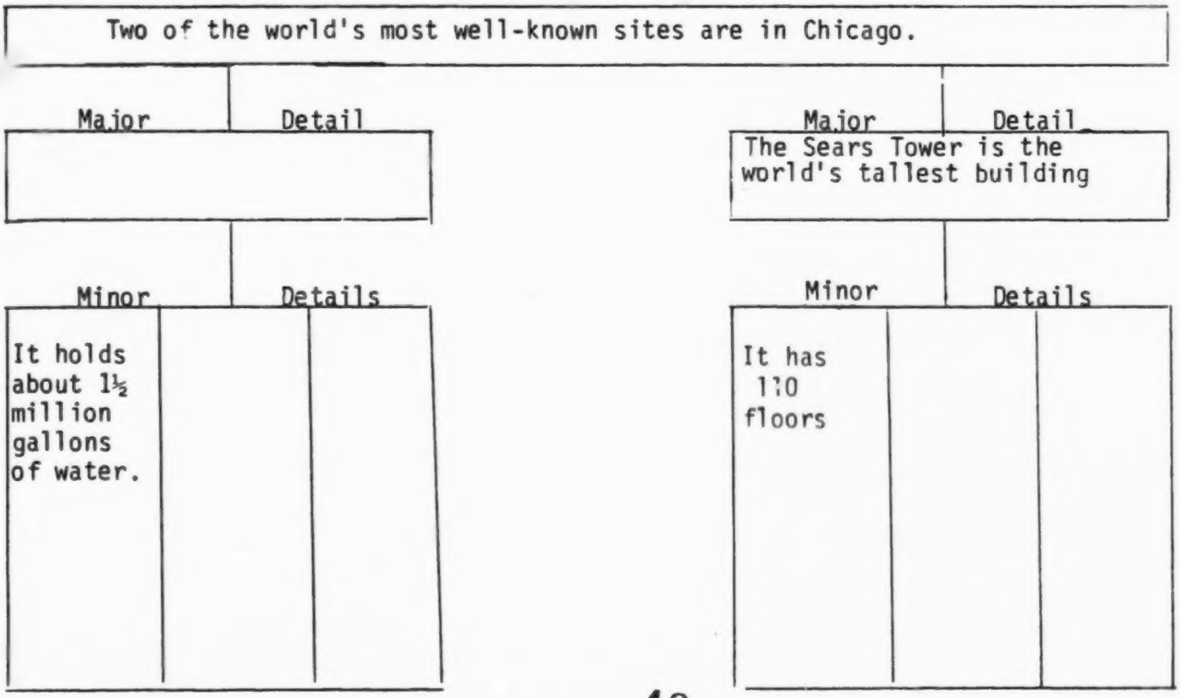
PART I

Sometimes minor details in a reading passage tell about a major detail. It is easy to tell one from the other. Imagine the major detail with minor details around it. A reading passage can have more than one major detail. Each major detail can have its own set of minor details.

Two of the world's most well-known sites are in Chicago. One is the Buckingham Fountain. It is the world's largest lighted fountain. It holds about 1½ million gallons of water. It shoots its main spout about 135 feet into the air. Colored lights add even more beauty to it at night.

The other site is Sears Tower. It is the world's tallest building. It has 110 floors. From the 103rd floor you can look in all directions. You can see the city's skyline. You can also see Lake Michigan.

MAIN IDEA


Two of the world's most well-known sites are in Chicago.
Major Detail
Major Detail
The Sears Tower is the world's tallest building
Minor Details
Minor Details
It holds about 1½ million gallons of water.
It has 110 floors

503, Exercise 5
Continued

PART II

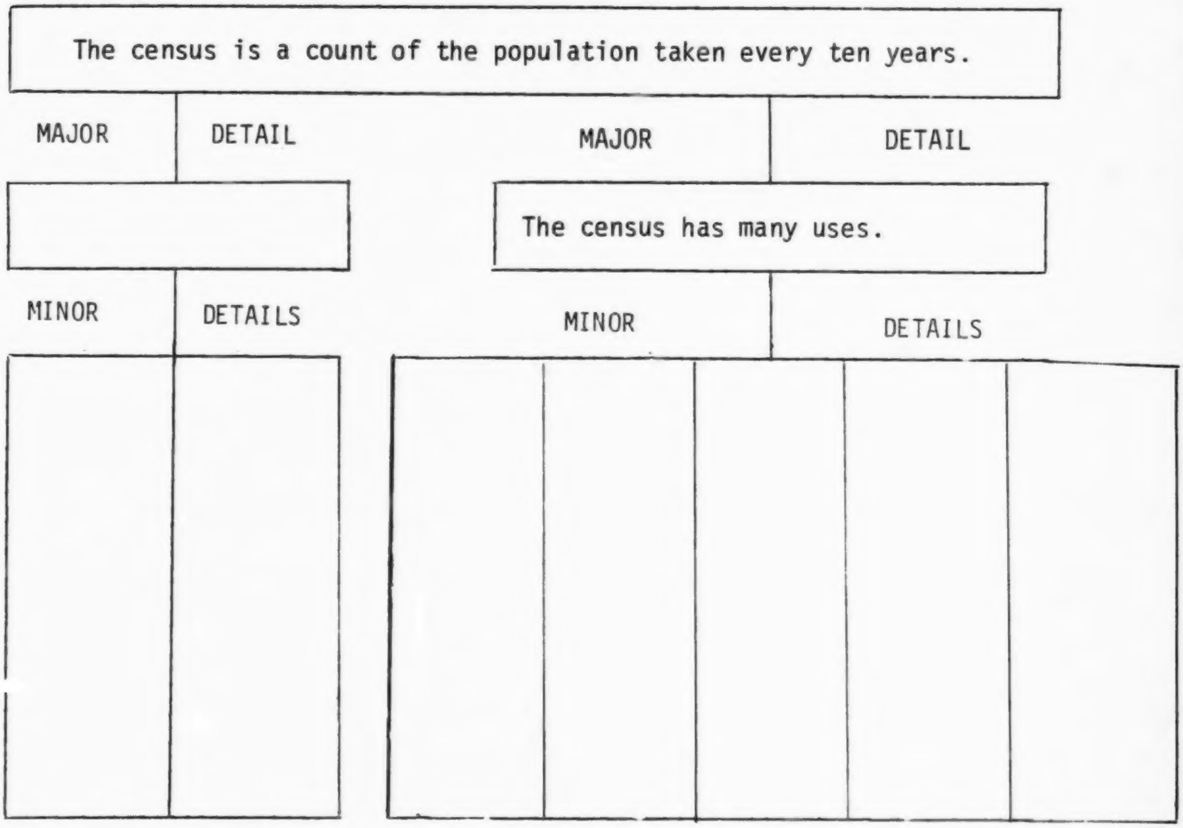
DIRECTIONS: Read the selection. Then complete the missing details in the block diagram.

HAVE YOU BEEN COUNTED?

The census is a count of the population taken every ten years. It is done in two ways. In most areas, forms are sent to certain addresses. People are asked to fill them out and mail them back in. In other areas, forms are filled out by personal interviews in the home.

The census has many uses. It determines how many seats a state may have in Congress. It affects the amount of money a state gets. It provides personal statistics. It gives details such as our sex, age, and race. It also gives details about our homes, jobs, and life styles.

MAIN IDEA



The census is a count of the population taken every ten years.

The census has many uses.

503, Exercise 6

OBJECTIVE: To recall details from a reading selection

DIRECTIONS: Read the following selection. Then circle the best answer to complete each statement or answer a question.

SOCIAL SECURITY

The most common type of insurance is Social Security. It began in 1935. Under this program both an employer and employee pay into a fund. Money is taken from an employee's check. The amount shows up on his check stub. It shows up under F.I.C.A. This stands for Federal Insurance Contribution Act. An employer matches what an employee pays. The total is sent to the government. Self-employed people may also pay into the fund. But they pay more than employees since no one matches what they pay.

Social Security helps the worker and his or her family. A retired or disabled worker may receive cash benefits each month. You can retire as early as age 62. In either case, you must have worked for a certain period of time. If a worker dies, his or her family may get benefits. To get them a widow must be at least 60 years old. The same holds true for a widower. A child must be under 18 to get benefits. The family gets money to bury a worker. This money can also go to the person in charge of the burial.

Are you eligible for Social Security benefits? If you aren't sure, call or visit your nearest Social Security Office.

1. The most common type of insurance is

   a. health insurance.

   b. Social Security.

   c. life insurance.

2. The Social Security program began in

   a. 1953.

   b. 1835.

   c. 1935.

3. Which statement is true about Social Security?

   a. Only the employer pays into the fund.

   b. The employer and employee pay equally into the fund.

   c. The government matches contributions of self-employed persons.

4. F.I.C.A. stands for

   a. Federal Income Care Act.
   b. Federal Insurance Company Act.
   c. Federal Insurance Contribution Act.

5. Which agency manages Social Security?

   a. the federal government
   b. the state government
   c. the local government

6. Self-employed persons' payments are more than employees' payments because

   a. their income is higher.
   b. their income may vary.
   c. no one matches their payments.

7. If a man protected by Social Security is disabled,

   a. he may still receive cash benefits.
   b. he still pays into the fund.
   c. his wife has to pay into the fund.

8. Which statement is true about Social Security?

   a. A retiree continues to pay into the fund.
   b. A retiree receives monthly checks.
   c. A wife can get money while her husband is still working.

9. When a man protected by Social Security dies,

   a. his children under 18 may get cash benefits.
   b. only his widow may receive cash benefits.
   c. his family doesn't receive cash benefits.

10. Which statement is true about Social Security?

   a. A worker may receive money for his child's burial.
   b. Money is provided for a worker's burial.
   c. A widower is not eligible for benefits.

601, Exercise 1

OBJECTIVE: To recognize complex context clues to determine the meaning of words

Context clues are those words that help explain another word's meaning while you are reading. The context is the words and phrases that surround the unfamiliar word. Often, you can find the meaning for words you don't know by looking for clues or hints in the context.

PART I

Antonym Clues: One of the most difficult context clues is word opposites. When two things are contrasted with each other, words are used which describe how different they are from each other. Clues for word opposites are the words but, however, on the other hand, and at the same time.

DIRECTIONS: Draw a circle around the word or words that helps to explain the meaning of the underlined word. Then define it in your own words.

EXAMPLE: Kelly is friendly and outgoing but her sister is reserved.

"Reserved" means withdrawn.

1. Joe will give you the shirt off his back but Alex is a miser.

____

2. Tim pondered long and hard about changing jobs but didn't think twice when he decided to get married.

____

3. At work I am surrounded by lots of people. At home, however, I enjoy solitude.

____

4. Connie's mother chided her for being late. At the same time, she praised her for getting home safely.

____

5. Frank is destitute. His brother, on the other hand, is a millionaire.

____

PART II

DIRECTIONS: Read each description of the following context clues. Then answer the questions for each one.

Synonym Clues: Clues that tell the meaning of words by explaining with simpler words called synonym clues.

1. Laura could not stand the sight of her husband's firearm. She took the gun and threw it into the lake.

   What is the synonym clue for "firearm"? ______________________________

2. The Christian Academy ranked 5th in the state for the science fair. That school always placed in the finals.

   What is the synonym clue for "Academy"? ______________________________

3. Many herbs have medicinal uses. These herbs have the ability to heal wounds and disease.

   What is the synonym clue for "medicinal"? ______________________________

4. They must elongate the garage. They will extend the length to make room for the new camper.

   What is the synonym clue for "elongate"? ______________________________

5. When the streetlights went out, the road became indistinct. We could not clearly see our way home.

   What is the synonym clue for "indistinct"? ______________________________

Definition Clues: A context clue that simply tells you what a word means is a definition clue. One type of definition clue uses the word is. EXAMPLE: A pediatrician is a doctor for children.

Another type is set off in commas and defines the word right after the new word. EXAMPLE: The pediatrician, a children's doctor, examined her.

1. An optimist is a person who thinks things always happen for the best.

   "Optimist" means ______________________________.

2. A pessimist is a person who thinks the worst will always happen.

   "Pessimist" means ______________________________.

601, Exercise 1
Continued

3. People who study plants and make them grow are called horticulturists.

   A "horticulturist" is a ______________________________.

4. A region is a large area or part of a country.

   "Region" means ______________________________.

5. Another name for a winner is victor.

   "Victor" means ______________________________.

6. The podiatrist, my foot doctor, recommended that I soak my feet in warm water.

   A "podiatrist" is ______________________________.

7. A parka, a fur jacket with a hood, is worn in Alaska and northeastern Asia.

   A "parka" is ______________________________.

8. Linguistics, the study of the structure of language, is a very interesting subject.

   "Linguistics" means ______________________.

9. During medieval times, the years between 900-1300 A.D., many soldiers wore heavy armor.

   "Medieval" means ______________________.

10. There is a football scrimmage, team practice, every Tuesday and Thursday night.

   "Scrimmage" means ______________________.

Summary Clues: Summary clues put details together that allow you to determine the meaning of words.

EXAMPLE: The United States is a true example of democracy. The power rests with the people, either directly or indirectly by voting. Abraham Lincoln said it is a government "of the people, by the people, and for the people."

"Democracy" means: [✓ a.] a form of government run by the people
b. a plan of government
c. a political party

1. When we arrived at the reunion, our cousins laughed and talked. Cousins learned about each other after being apart for years. The children were amused by all the excitement. Grandmother and grandfather were happy to see their grandchildren.

   A "reunion" is: a. a gathering of people who have been separated
   b. a happy and exciting time
   c. a place where meetings are held

2. The United States celebrated its Bicentennial. It celebrated our country's 200th birthday.

"Bicentennial" means:
   a. celebration
   b. 100 years
   c. 200th birthday

3. He was an imposter. He pretended to be a religious person who was selling Bibles. The whole town believed him. Even the pastor of our church was fooled.

An "imposter" is one who is:
   a. dishonest
   b. religious
   c. a pastor

4. He is quite an entrepreneur. He started buying and trading toys when he was ten. He started his own pet-walking service when he was 15. Now, at the age of 25, he owns two stores and a snack shop.

"Entrepreneur" means:
   a. one who works
   b. one who worked as a child
   c. one who organizes and directs a business

5. Between 900-1300 A.D. new ideas were not welcomed in Europe. By 1400, however, a renaissance took place. For example, there was the rebirth of scientific discovery and fine arts.

"Renaissance" means:
   a. disagreement
   b. revival
   c. falling out

6. Marco Polo, an Italian explorer, traveled throughout Asia in the 1200's. He wrote a chronicle of his travels. This record of events gives us a look at the customs of the times.

"Chronicle" means:
   a. calendar
   b. schedule
   c. diary

7. *Victory at Sea* was an excellent documentary of World War II. It included newsreel and combat films made by Americans, Japanese and Germans. This TV film series was praised for its honesty and fairness.

"Documentary" means:
   a. underlined captions
   b. factual information about an actual event
   c. cartoon

8. The Rosetta Stone is a piece of a broken stone writing tablet. It has inscriptions in three languages. At first, two of the languages were unknown. A man finally broke the code of these languages. It took him fourteen years to figure out what the carvings meant.

"Inscriptions" means:
   a. a story that is untrue
   b. writings in stone
   c. movie sub-titles

9. Leaders of ancient lands consulted with the priests of their temples. They spoke with these men and listened to their advice.

"Consulted" means:
a. praised
b. directed
c. sought advice from

10. Rulers in the Dark Ages of Europe were determined to keep the status quo. They wanted no changes in government or religion. For that reason, science did not advance.

"Status quo" means:
a. present state
b. new ideas
c. old records

PART III

DIRECTIONS: Write the definition for each underlined word below.

1. Exploration, traveling for the purpose of search and discovery, has added to man's knowledge.

____

____

2. The news of finding gold has caused entire towns to migrate. People would leave one town and travel vast distances to move to another. They hoped they would strike it rich.

____

____

3. Dense forests, which had been tightly packed with trees, were cut down.

____

____

4. California has the largest population of any state in America. More than twenty million people live there.

____

____

5. The desert is very dry. It has very little rainfall. The plants that grow there must store water deep in their roots for a long time.

____

OBJECTIVE: To use complex context clues to determine the meaning of words

DIRECTIONS: As you read the following selection, pay close attention to the underlined key words. Then complete the exercise which follows.

ALEXANDER THE GREAT TAKES "NO" FOR AN ANSWER

Imagine yourself as a soldier in an army. It is not just any army on a quest or search for power and wealth. This army is advancing on foot and on horseback. It is moving forward over all the known world. It is creating an empire. Many lands will be controlled by one ruler. Your general and king is Alexander. He seeks a special goal. He plans to unite the peoples of the world. He will travel to the ends of the earth to do so. The date is 327 B.C. That is 327 years before the birth of Christ.

A prehistoric road, older than anyone remembers, has led you over the mountains into India. Behind you lie thousands of miles. You recall many fierce battles where you fought long and hard. You have been wounded many times but you've learned to use your spear well. The army has already forced its way across the borders of many lands. It has invaded many countries. This experienced army always fights until it wins the war. It has conquered many people.

On and on you have marched. Each mile claims new land for Alexander. In each new territory soldiers have stayed behind to rule in his name. They are to govern fairly and honestly.

Throughout history armies have conquered people then repressed them. The generals would hold the people down and keep them under strict control. The general would demand payment or tribute. If they didn't pay, he would destroy their towns. Unlike other conquerors, Alexander does not do this. He has treated people fairly. He has let them keep their self-respect. He has even let them retain their religions and customs. They did not have to change their language. As a result, the new citizens admire the brave king. Some of them have joined his army. You fight altogether for Alexander's empire.

The army has just won its first battle in India. The men are very tired. The enemy used an unusual weapon. Their 200 trained war-elephants badly frightened the horses. Many of your army died. After a long battle, the troops finally outmaneuvered the enemy. Cleverness won the combat, not just hard fighting. Very soon, you are to travel into India.

All the men are tired but no one is sleeping. Voices are raised in anger around the campfires and in the officer's tents. There is a story spreading. The rumor is that the next enemies will bring 5,000 trained war-elephants into battle.

The men ask, "What chance will we have against 5,000 elephants?" Alexander wants to fight. They could reach the Indian Ocean. How wonderful it would be to see it. The ocean marks the end of the earth. How marvelous to claim all the known world for Alexander! The men argue. Your friends say, "It's better to fight where there are no elephants. Let's retreat. It is time to return home."

Before, everyone had fought eagerly. Things are different now. In the morning, Alexander must be told whether or not the army will fight.

DIRECTIONS: The underlined words below are the same as those in the reading selection. The context clues in the selection should help you to choose the correct definition. Circle the best meaning for each word.

1. The army made it possible for Alexander to create an empire. He expected to rule many different lands and people.

   empire means:
   a. many lands and people controlled by one ruler
   b. one who makes sure that rules are followed
   c. a new country

2. The army took a prehistoric road over the mountains. The road was so old that its beginnings were lost in time.

   prehistoric means:
   a. history that has been passed by word of mouth
   b. paved with stones
   c. dating back from before records were kept

601, Exercise 2
Continued

3. The army invaded every country it came to. It forced its way across the borders and fought with each group of people.

invaded means:
a. tore up
b. marched across a country's border
c. ignore or not pay any attention to

4. Alexander was on a quest to unite the people of the world. His search took him to far away places.

quest means: a. search b. a long sea voyage c. a question

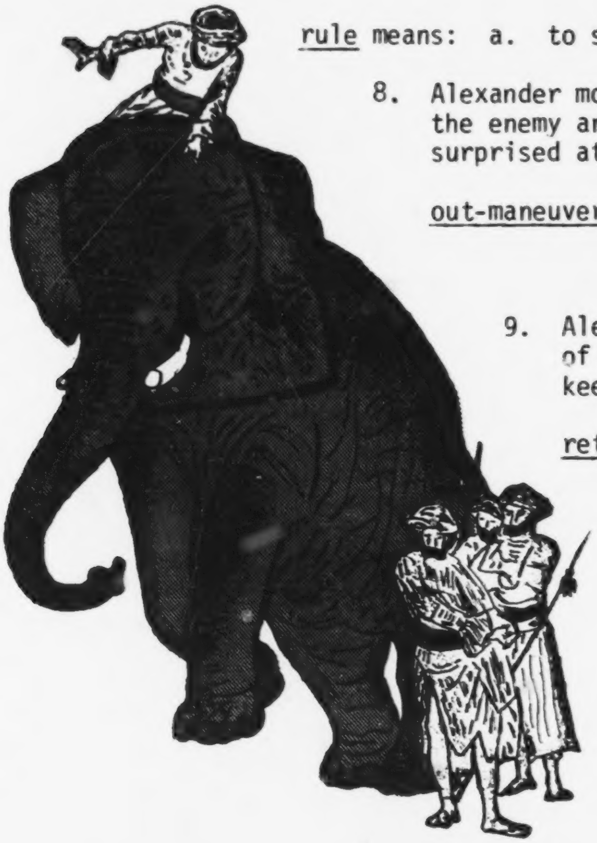
5. The army won many wars and conquered many lands.

conquered means: a. to win in war b. to divide c. to put aside

6. The territory that Alexander claimed was widespread. It covered many thousands of square miles of land.

territory means: a. land or area b. war-elephants c. ships or navy

7. Soldiers stayed behind to rule the newly won lands. They had the authority to run the government.



rule means: a. to succeed in b. to govern c. to poss

8. Alexander moved his troops very carefully to trick the enemy and win the battle. The Indians were surprised at being out-maneuvered.

out-maneuvered means:
a. outsmarted
b. invited to play a game
c. chosen

9. Alexander retained the customs and language of each town he conquered. He even let the keep their religions.

retained means:
a. destroyed
b. hated
c. kept

10. A story spread through camp that their army would be conquered by trained war-elephants. Many believ there was a good chance that this rumor was true.

rumor means:
a. disease
b. gossip or hearsay
c. food

OBJECTIVE: To recognize and define selected words related to world history

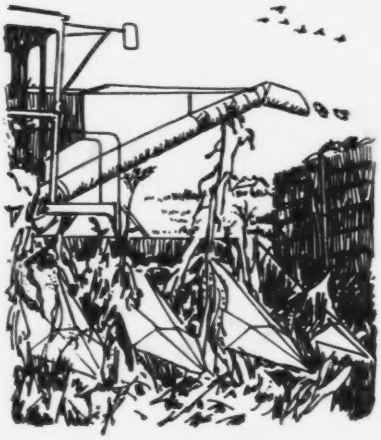
DIRECTIONS: As you read the following selection, notice the underlined key words. Then follow the directions for each exercise.

THE INDUSTRIAL REVOLUTION

The Industrial Revolution was not a war. The word revolution means a major change has taken place. Between 1700 and 1850 there was a major change in how people lived and worked.

Before 1700 people lived on small farms. They grew or made only what they needed to live. There would rarely be anything left over at the end of the year. Most of the things they produced were made by hand in their homes.

In the 1700's things began to change. There was growing trade around the world. New fabrics and exotic foods and jewelry were arriving from foreign countries. As a result, there was a growing demand for objects made at home to sell abroad. People wanted to make more things faster. They began to use machines to help them with their work. First, they used simple machines to weave and sew in their homes. Over time this changed.



By 1850 complex machines were used. People didn't manufacture cloth at home anymore. They made it in factories. This was known as the textile industry. People left their farms and moved to urban areas. The population in the cities increased. The population in the country declined. This resulted in another kind of revolution, the Agricultural Revolution. The farmers also used machines. This helped them increase their food production. With machines one farmer could produce as much food as several farmers without machines.

Changes were taking place in other places too. People needed to take their products many miles as quickly as possible. This demand was met by the development of the steam engine. The steam engine allowed ships to move without wind. Trains could carry large amounts of things without having to worry about animals. These changes in transportation happened at the same time the telegraph was invented. The telegraph made it possible to communicate or speak with people over long distances.

Look at the world around you. You can see the highways and airports, the telephones and televisions. These are all the result of the Industrial Revolution.

PART I

DIRECTIONS: Circle TRUE or FALSE by the definitions of the words.

1. Revolution means a major change. TRUE FALSE
2. To produce something is the same thing as eating it. TRUE FALSE
3. If something is exotic, it is ordinary and common. TRUE FALSE
4. Complex electrical circuits are complicated. TRUE FALSE
5. Textiles are things made of cloth. TRUE FALSE
6. Manufacture means to make by hand or machine. TRUE FALSE
7. Urban areas are places which grow crops in fields. TRUE FALSE
8. Decline means to increase or get larger. TRUE FALSE
9. Agriculture is the process of putting cars together. TRUE FALSE
10. To communicate means to give information by speaking or writing. TREU FALSE

PART II

DIRECTIONS: Determine which word belongs in the blank. Fill in the blank with the correct word.

1. The Industrial ___________________ resulted in a major change in how things were made.

   a. war b. party c. Revolution

2. This factory ___________________ a car every seven minutes.

   a. dents b. produces c. looks at

3. Karen's brother brought her a (an) ___________________ dress from the orient.

   a. exotic b. old c. torn

4. This old clock is very ___________________. It has over 200 working parts.

   a. complicated b. simple c. wooden

5. This ___________________ plant produces 40 miles of cloth a week.

   a. textile   b. farm   c. cotton

6. Some race cars are ___________________ by hand.

   a. stored   b. manufactured   c. avoided

7. The steel industry has ___________________ on the south side of Chicago. It is making less and less steel and laying off many men.

   a. declined   b. burned down   c. melted

8. ___________________ is big business. The food that is grown in the fields will be sold to countries all over the world.

   a. Agriculture   b. Hand sewing   c. Baking

9. The newscasters ___________________ their ideas to the public well. They speak clearly and describe events accurately.

   a. hide   b. whisper   c. communicate

10. Many people live in ___________________ areas. They work in businesses and industry. They often live in high rise apartment buildings.

    a. farmland   b. dangerous   c. urban

ORIENTAL Rug Galleries

601, Exercise 4

OBJECTIVE: To recognize and define selected words related to world history

DIRECTIONS: Before reading Parts I, II, and III of the selection, study the words that precede them. Then complete the exercises which follow.

fertile - capable of producing abundant crops

nomadic - a people or tribe that has no permanent home but moves about from place to place seeking pasture or a new food supply

irrigate - to supply land with water by artificial methods to grow crops

terraced - a hillside prepared for farming by cutting steps into the surface of it

terrain - physical features of a piece of land

THE INCAS: A LOST CIVILIZATION

PART I

The Andes lie along the western coast of South America. The mountains soar as high as 20,000 feet above sea level. It is a fertile area. The valleys between the mountain peaks have rich soil. They receive enough rainfall to grow many kinds of food. This land is now called Peru. More than 1500 years ago it was called the land of the Inca.

Two thousand years before the birth of Christ (2000 B.C.) the Incas were a nomadic people. They wondered along the coast in search of food. It was not until 400 A.D. that the Incas settled down. Villages appeared. Over the centuries the Incas learned to irrigate their land. They dug ditches and canals to bring water to their farmlands. They also terraced their hilly land. The Incas dug the hillside so that it looked like high steps. That gave them more flat land for growing crops. This way of farming made the most of the hilly terrain.

DIRECTIONS: Complete the following sentences with the words below.

fertile nomadic terraced terrain irrigate

1. Much of the land is too hilly to farm. It must be ____________________ so there are more flat areas.

2. The Incas were ____________________ people. They followed herds of animals wherever they went.

3. The soil is very __________________. Almost any kind of plant can grow on it.
4. Unless you __________________ this field the crops will die from lack of water.
5. The rocky __________________ is much too dangerous for you to walk alone.

ravine	- a narrow, steep-sided valley eroded by running water
suspension	- hanging
paved	- to cover with material to make the surface flat
civilization	- the way of life of a people or nation
canal	- a man-made waterway used for boats and/or irrigation

PART II

The Inca civilization covered thousands of miles. They built over 7,000 miles of roads to connect their cities. The roads were paved with large flat stones. Across the deep valleys and ravines they built suspension or hanging bridges. Part of the responsibility of each town was to maintain roads and keep bridges in good repair.

The Incas had no wheeled carts. They moved many things by placing them on logs. The logs would roll and the heavy objects would move across them. They traveled on foot. Sometimes they traveled by canoe. They would go to cities hundreds of miles away using the canal system. They even crossed the ocean on huge sailing rafts. Some people think they may have gone as far as Easter Island.

DIRECTIONS: Complete the following sentences with the words below.

paved ravine suspension civilization canal

1. A __________________ is dug across land for small boats to go through or to carry water for irrigation.
2. The child wandered away from the camp ground and fell into a deep __________________.
3. The invention of the __________________ bridge allowed bridges to cover wide bodies of water.

4. The ____________________ of primitive people took centuries to develop.

5. Have you heard of the legend of El Dorado? It's a city where the streets are ____________________ with gold.

hierarchy	- a ruling body, such as a government, organized in order of rank
isthmus	- a narrow strip of land which connects two larger pieces of land
supreme	- ultimate, most powerful
appointed	- chosen, picked
tortuous	- twisted, difficult
conspire	- to make a secret agreement to do a wrongful act
citadel	- stronghold
seize	- take
abandoned	- deserted, left
feigned	- pretended

PART III

The Inca government was a well ordered hierarchy. Every ten to twenty families were grouped together. One of the men was appointed or chosen to be foreman. Ten foremen then reported to a local nobleman. The local noblemen reported to higher noblemen. The higher noblemen might be responsible for 1,000 to 10,000 families. They reported to one of four governors. The governors were responsible to the Inca. The Inca was the supreme ruler of the empire. His word was law.

In the 1400's the Inca empire reached from Ecuador to Chile. By 1527, however, Civil War had torn the country apart. To better understand what happened to the Inca empire, one needs some background. Columbus used Spanish gold to travel to new lands. The excitement of his discoveries in the late 1400's led Spanish rulers into a period of exploration. They had heard stories of untold riches. They hoped to discover the rich lands beyond the sea. In 1513 an explorer named Balboa crossed the Isthmus of Panama. Traveling with Balboa was a soldier, Pizarro. Pizarro had searched South America for 15 years. He had been looking for the city of gold that people spoke about. Finally, he found it.

The Incas welcomed him to their city and showed him their temples covered with gold plate. Pizarro feigned lack of interest in the gold. He pretended the gold was not important. In reality he plotted to seize the gold and take it by force.

He left the Incas and returned to Spain where he conspired with the Spanish king. Together they planned to capture the Inca gold for themselves. He returned in 1533 with 180 men and 27 horses. The small army took advantage of the civil wars. They conquered the Inca people. The army greedily stole their gold and cruelly destroyed the Inca civilization. The Incas abandoned their cities and fled to the mountains.

Centuries later, in 1911, the remains of a city were found high in the mountains of Peru. The city was called Machu Picchu. It covered over 100 acres. There were aqueducts or stone pipes that brought water to the city. The only way a person could enter the city was by a tortuous path that twisted and turned through the mountains. Some people think this might have been the last citadel of the Inca rulers. The empty stone houses didn't leave a clue.

DIRECTIONS: Complete the following sentences with the words below.

appoints seized citadel hierarchy abandoned

isthmus feigned tortuous conspired supreme

1. This organization has a very specific _______________. Each person must report to someone higher up.

2. The President selects members of the Supreme Court. He also _______________ the members of his Cabinet.

3. The President of the United States is called the _______________ commander. He out ranks all other military officers. All the soldiers must obey his commands.

4. An _______________ is a narrow stretch of land that connects to large bodies of land.

5. In order to fool his opponent the fighter _______________ a right punch then hit with his left.

6. The terrorists _______________ $10,000 worth of gold and jewels.

7. The three men _______________ together to plan the jewel robbery.

8. The _______________ gold mine is very dangerous. No one has been in there for thirty years.

9. The track through the mountains was _______________. It twisted and turned at sharp angles.

10. The _______________ of the ancient Romans was Rome. It was their center for government, trade and culture.

OBJECTIVE: To relate supporting details to the main idea

Supporting details are the building blocks of the main idea. Think of them as smaller ideas growing out of a large one, the main idea. They can be found in a group, a paragraph or a longer reading selection.

The main idea is a summary of what a reading selection is about. If the main idea is not stated, you automatically put the details into a class. In other words, you summarize the details into a main idea without being aware of it.

The main idea is general. Supporting details are specific.

EXAMPLE: Coins is general.
Penny, nickel and dime are specific.

PART I

DIRECTIONS: Complete the word in each group that is the topic or main idea. The remaining words (details) in each group support the topic word.

1	2	3	4	5
autumn	John	Arctic	Atlantic	Eli Whitney
spring	Mary	oceans	Denver	inventors
seasons	Paul	Indian	New York City	Benjamin Banneker
summer	Tanya	Pacific	major cities	Thomas Edison
winter	names	Atlantic	Los Angeles	Alexander Graham Bell

PART II

DIRECTIONS: Write the main or general idea for each group of details below.

1. Richard Nixon, John Kennedy, Lyndon Johnson ____________________

2. BMW, Toyota, Mercedes Benz, Volkswagen ____________________

3. radio, television, newspapers, magazines ____________________

4. gospel, rock, jazz, classical ____________________

5. Taurus, Cancer, Pisces, Leo ____________________

OBJECTIVE: To relate supporting details to the main idea

DIRECTIONS: Review the following information about the main idea and supporting details. Read the selection. Then complete the exercises which follow.

The selection below has four paragraphs. Each paragraph has a main idea and details to support it. The first paragraph introduces the selection. It contains the main idea for the entire selection.

To find the main idea in paragraph (1), ask yourself: What sentence gives a summary of the details in the paragraph (1)?

Answer: Three of the greatest monuments in the world were built in ancient Egypt.

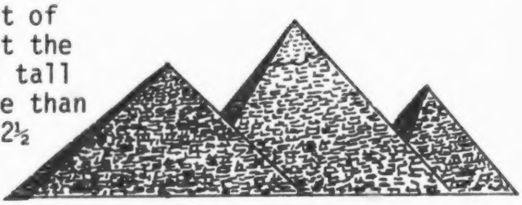
Now that you have the main idea, look for details to support it. Ask yourself: What are the names of the three greatest monuments built in ancient Egypt?

Answer:
1. The Great Pyramid
2. The Great Sphinx
3. The Tomb of King Tutankhamen

MONUMENTS OF ANCIENT EGYPT

(1) Three of the greatest monuments in the world were built in ancient Egypt. They are the Great Pyramid, the Great Sphinx, and the Tomb of King Tutankhamen ("Tut"). These monuments mark a time in our history.

(2) The Great Pyramid is the oldest and largest of the Egyptian pyramids. It covers an area about the size of the Chicago Loop. This monument is as tall as a seventy story building. It's made of more than 2,000,000 blocks of stone. Each block weighs 2½ tons. Historians say that it took over 200,000 men over twenty years to build it.

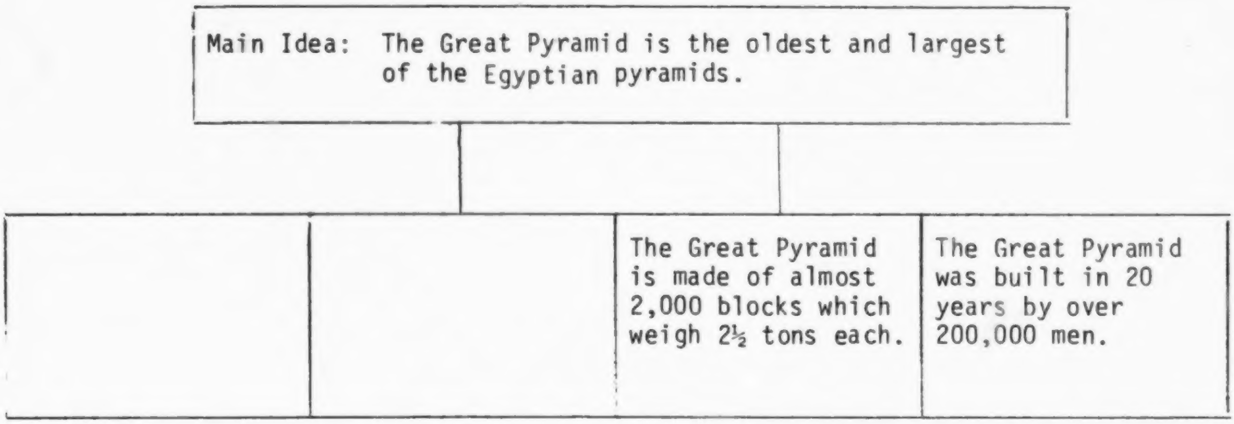


(3) The pyramids of ancient Egypt are guarded by the Great Sphinx. This is a stone creature over 240 feet long and six feet high. It combines the head of a man and the body of a lion. Its face is the image of an Egyptian king. The body and head of this creature are made of solid rock. The paws and legs are made of huge stone block.

(4)) The Tomb of King Tutankhamen was the first tomb of an Egyptian king found untouched. It was discovered in 1922. All of the treasures buried with him were in place. A solid gold mask still covered his face. This tomb was opened after 3200 years. It has revealed many secrets about life in Egypt.

PART I

DIRECTIONS: Complete the missing details below that support the main idea in paragraph (2).



Main Idea: The Great Pyramid is the oldest and largest of the Egyptian pyramids.

The Great Pyramid is made of almost 2,000 blocks which weigh 2½ tons each.

The Great Pyramid was built in 20 years by over 200,000 men.

PART II

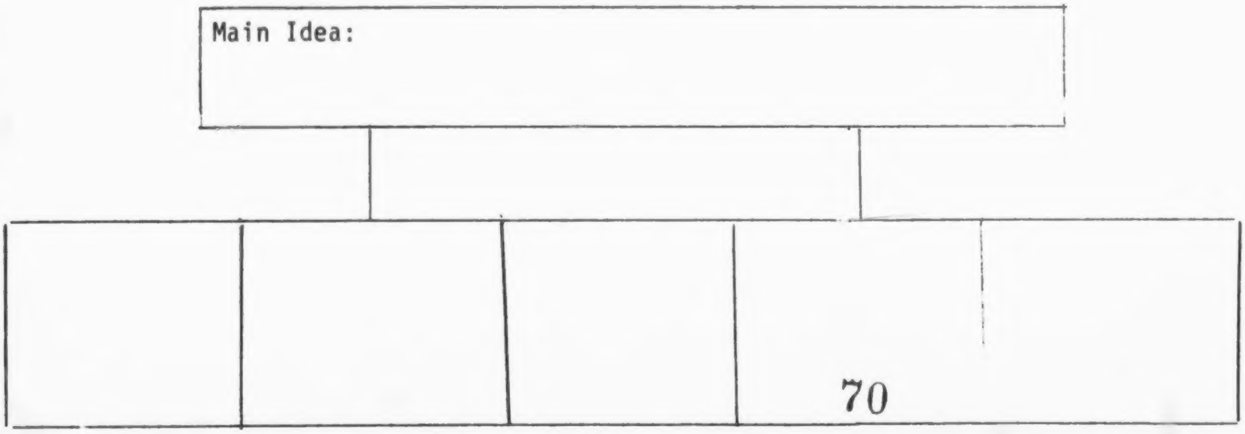
DIRECTIONS: Check the correct details which support the main idea in paragraph (3). The details are about the Great Sphinx.

Main Idea: The pyramids of ancient Egypt are guarded by the Great Sphinx.

_____1. It has the head of a man and the body of a lion.
_____2. Its head and body are made of solid rock.
_____3. The paws and the legs are made of solid gold.
_____4. Its face is the image of an Egyptian king.
_____5. It is 240 feet long and 6 feet high.
_____6. Most children are afraid of it.

PART III

DIRECTIONS: Fill in the diagram with the main idea and details in paragraph (4).



Main Idea:

601, Exercise 7

OBJECTIVE: To relate supporting details to the main idea

The main idea is not always written in a paragraph. Sometimes it is implied (not stated). To find the implied idea in a paragraph:

Read the complete paragraph.

Decide what topic is being discussed.

Ask yourself what is being said about the topic.

Think of the general topic that summarizes all of the ideas in the paragraph. This sentence should help you figure out the implied main idea.

DIRECTIONS: Read the following paragraphs. For each paragraph circle the implied main idea. Then list five important details to support the implied main idea. Paragraph (1) has been done for you.

Paragraph 1

Before the early 1500's most Europeans thought that the city of Timbuktu was only a legend. However, in 1520, Pope Leo of Rome learned that the city really existed. A prisoner told the Pope that he had been there. He told him that Timbuktu, in Africa, had many beautiful buildings. He said there were many great scholars and a fine university. He also told him that its merchants made more money on books than on anything else. He wasn't making up a story to please the Pope. His information was common knowledge to many people.

MAIN IDEA:
[✓ a.] The Pope learned many things about Timbuktu.
b. The story of Timbuktu is only a legend.
c. Timbuktu has overcrowded prisons.

SUPPORTING DETAILS:
a. Before 1520, many people thought that Timbuktu was a legend.
b. A prisoner told Pope Leo about Timbuktu.
c. Timbuktu had many beautiful buildings.
d. Timbuktu had many scholars and a fine university.
e. Timbuktu's merchants made more money on books than on anything else.

Paragraph 2

Many years ago, in Africa, the area that is now the Sahara Desert was a place of trees and streams. For about 5,000 years, hunters, farmers and herdsmen lived there. They carved and painted pictures on rock cave walls. They recorded what they saw and did and how they dressed. Around 2,000 B.C. the area started to dry up. Creatures and people began to leave. The area became a sandy desert. In 1956, a French explorer found the paintings. He was inspired by his discovery. He soon brought in a team of artists who carefully copied 800 of the paintings. After about 16 months, they shared their paintings with the rest of the world. They gave the world a new idea about something very old. Now we know about the Sahara and Africa's cultural beginnings.

MAIN IDEA:
a. A discovery of Africa's cultural beginning is shared with the world.
b. French explorers discovered the Sahara Desert.
c. Beautiful paintings were found on rock cave walls.

SUPPORTING DETAILS:
a. ______________________________
b. ______________________________
c. ______________________________
d. ______________________________
e. ______________________________

Paragraph 3

About 700 years ago, thousands of Indians lived in a town called Cahokia. It was located just north of East St. Louis, Illinois. The Cahokians, as the Indians were called, mainly farmed but also did some hunting and fishing. They made pots of different colored clay to store food and water. The Cahokians did not have horses or wheel carts to help them do their work. Even so, they built a huge mound in the center of the city. A temple was placed on top. More than 100 other smaller mounds were located around the town. This is where they built their homes. These mounds can still be seen today surrounded by modern homes and busy streets.

MAIN IDEA:
a. East St. Louis has a colorful history.
b. Cahokian Indians were very skillful people.
c. The story of ancient man has many missing pieces.

SUPPORTING DETAILS:
a. ______________________________
b. ______________________________
c. ______________________________
d. ______________________________
e. ______________________________

Paragraph 4

In the ancient Near East, people wrote messages on the same material they used to build their cities. They used a pointed piece of metal to scratch words onto clay. In many parts of the world, written symbols were cut into rock or stone. This took time to do. The Egyptians found a way that took less time. Acres of reeds grew in the Nile River. The Egyptians wove strips of reeds into sheets of paper called "papyrus". They wrote on the papyrus. In the Middle East goatskins were used for writing messages. The Minoan people (1,500 B.C.) wrote on broken pots.

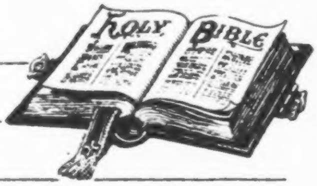
MAIN IDEA:
a. Writing instruments used in the 20th century were very unusual.
b. People in ancient history used very unique writing tools.
c. The Egyptians wrote messages on papyrus.

SUPPORTING DETAILS:
a. ____________________
b. ____________________
c. ____________________
d. ____________________
e. ____________________

Paragraph 5

Most history books say that the first printing press was developed in Europe. The first book printed on it is very famous. It is the Gutenberg Bible. Actually, this is not the first book that was ever printed. The European printing press was not even the first to be developed. The Chinese invented a similar printing press. They were printing books in China more than three centuries before the Europeans printed the Bible.

MAIN IDEA:
a. The first printing press was developed in Europe.
b. There are conflicting stories about the development of the first printing press.
c. The Chinese invented the first printing press.



SUPPORTING DETAILS:
a. ____________________
b. ____________________
c. ____________________
d. ____________________
e. ____________________

602, Exercise 1

OBJECTIVE: To identify prefixes

Prefixes are syllables added to the beginning of words to change their meanings. For example, in the word dislike, dis is the prefix. Dis means "not." Like means "to be fond of" or "to find agreeable." Therefore, dislike means "not to be fond of" or "not to find agreeable." Sometimes a prefix is added to the beginning of a root which cannot stand alone as a word. For example, in the word receive, ceive cannot stand alone as a word. However, another prefix can be added to it to make a new word, as in the word deceive.

DIRECTIONS: Study the following list of common prefixes and their meanings. Then underline the prefixes in the words below. Some of the words do not have prefixes.

re = back
un = not, one
in = not, in
de = down
bi = two
tri = three
mis = wrong, bad
pre = before
post = after
sub = under, away
ex = out
dis = not

1. disown
2. inch
3. recall
4. prefix
5. prejudge
6. export
7. preamble
8. misjudge
9. decrease
10. triangle
11. postwar
12. inspect
13. subtract
14. unlawful
15. mistake
16. unfair
17. recover
18. dent
19. bi-level
20. reaction

OBJECTIVE: To make new words using prefixes

PART I

DIRECTIONS: Choose the correct prefix to complete the underlined root word in each sentence. Number one (1) has been done for you.

un, in, ex 1. He was ____un____certain about his future with that law firm.

re, dis, de 2. There was ________order in America during the Boston Tea Party.

bi, ex, pre 3. Illinois was the home of ______historic Indians.

ex, tri, un 4. A tax is sometimes required on ________ported goods.

re, sub, de 5. I will ________scribe to Newsweek Magazine next fall.

dis, post, re 6. Berlin was rebuilt during the ________war years.

un, in, dis 7. The weatherman's prediction of rain was ______correct.

de, mis, dis 8. We argued for a ________crease in property taxes.

ex, sub, tri 9. The City Council voted to extend the ________way train to O'Hare Airport.

bi, tri, sub 10. The committee meets ________monthly or six times a year.

de, dis, ex 11. The policemen captured the thieves and ________armed them.

un, dis, mis 12. That company was accused of ______managing federal funds.

re, ex, pre 13. The mayor has one hour to ________vise the report for the meeting.

de, bi, mis 14. The public ________judged the candidate's intention.

un, sub, re 15. The President said he would ________think his plan to cut the budget.

bi, tri, pre 16. The United States recently celebrated its ______centennial. It is 200 years old.

PART II

DIRECTIONS: Change the underlined prefixes in the following words to make new words. Use the same root words. (Example: inside outside)

1. display ______________
2. unfold ______________
3. report ______________
4. preview ______________
5. promote ______________
6. increase ______________
7. post-test ______________
8. subscribe ______________
9. exhale ______________
10. unicycle ______________

OBJECTIVE: To identify suffixes

Suffixes are added to the end of words to change their meanings. For example, in the word worker, er is the suffix. Er means "one who does something." Sometimes the final e is dropped before adding a suffix. For example, the final e in the word dance should be dropped before adding ing (dancing).

DIRECTIONS: Study the following list of suffixes and their meanings. Then underline the suffixes in the words below. Some of the words do not have suffixes.

er,yer,ist = one who does

or , cian = one who does

able, ible = able to be

ous, eous = having, full of

ful = having, full of

ing = related to

ish = like, having

ion = state of

less = without

logy = the study of

1. unlawful
2. voter
3. marvelous
4. printing
5. lesson
6. driver
7. beautiful
8. follow
9. governor
10. brownish
11. musician
12. depression
13. courteous
14. attraction
15. visible
16. lawyer
17. portable
18. endless
19. writing
20. careless
21. careful
22. typist
23. geology
24. generous
25. biology
26. owner
27. speechless
28. astrology
29. copying
30. tutor

602, Exercise 4

OBJECTIVE: To make new words using suffixes

PART I

DIRECTIONS: Choose the correct suffix to add to each underlined word in the sentences. Number one (1) has been done for you.

able er ful ing ish less ion ous yer

1. The news reporter______ did a story on the Great Chicago Fire.
2. The secretary has found a suit________ place for the meeting.
3. Explorers in strange areas should be care________.
4. Abraham Lincoln became fame________ for his debates with Stephen Douglas.
5. A self________ person usually thinks of himself first.
6. The speak________ is gathering his notes.
7. The law________ is preparing his case for court.
8. It seems fool________ to vote for a leader whose only concern is himself.
9. The king praised his fear________ soldiers.
10. During the Boston Massacre, fight________ broke out between the citizens and the soldiers.
11. What act________ will you take to get the bill passed?

PART II

DIRECTIONS: Change the underlined suffixes in the following words to make new words. Keep the same root words. (Example: slowest slowly)

1. orderly ____________________
2. attacked ____________________
3. loudest ____________________
4. writer ____________________
5. powerful ____________________
6. childless ____________________
7. working ____________________
8. actor ____________________
9. arrival ____________________
10. lovely ____________________

602, Exercise 5

OBJECTIVE: To identify root words

Roots are the basic parts of words without prefixes or suffixes. Some roots can stand alone as words. Notice the root in the word shapeless. Shape means "form." The suffix less means "without." Therefore, shapeless means "without form." Other roots need prefixes and suffixes to make complete words. For example, in the word vision, vis needs the suffix ion to make a complete word . Vis means "see." Ion means "the state of." Therefore, vision means "the state of seeing." In the word telephone, tele needs the root phone to be a complete word. Tele means "far." Phone means "sound." Therefore, a telephone is an instrument which "transmits sound far away."

DIRECTIONS: Underline the roots in the following words.

1. artist
2. untie
3. misspell
4. careful
5. rerun
6. disorder
7. replace
8. unlikely
9. fitness
10. gracious
11. replay
12. junction
13. except
14. fighting
15. export
16. careless
17. highest
18. talked
19. worker
20. reprint
21. import
22. closely
23. submarine
24. unable
25. dislike
26. mislead
27. deport
28. predict
29. friendly
30. inspect

OBJECTIVE: To determine the meaning of root words

PART I

DIRECTIONS: Study the following roots and their meanings. Then use them to select the best answer in each sentence. Number one (1) has been done for you.

bio = life
geo = earth
port = carry
man = hand
cap = take, seize
frag = break
audi = hear
frat = brother
leg = law
gam = marriage
cide = kill
mob, mot = move
poli = citizen, city
gram, graph = write
spec = see, look

seeing 1. Are spectacles used for hearing or seeing?

_______ 2. Is biology the study of life or the earth?

_______ 3. Does portable mean easy to write or easy to carry?

_______ 4. Is manual labor done by machine or hand?

_______ 5. Were the captured prisoners seized or praised?

_______ 6. Do police protect citizens or the earth?

_______ 7. Is a bigamist guilty of two killings or two marriages?

_______ 8. Is geology the study of the earth or politics?

_______ 9. Is a telegram a written or spoken message?

_______ 10. Is a car that is in motion standing still or moving?

_______ 11. Does legislation mean lawbreaking or lawmaking?

_______ 12. Does a fragile item break or melt easily?

_______ 13. Does a person who commits fratricide kill a brother or a citizen?

_______ 14. Can something audible be seen or heard?

_______ 15. Does a captain take charge of or follow a group?

_______ 16. Is something mobile easy to see or movable?

602, Exercise 6
Continued

PART II

DIRECTIONS: Study the following roots and their meanings. Then match the words in Column A with their meanings in Column B. Some of the roots were introduced in Part I.

ped = leg, foot
frac = break, part of
dent = tooth
scope = see
phone = sound
vis = life
mort = death
pater = father
gram, graph = write
script, scrib = write

COLUMN A	
_____ 1. biography	a. to oversee or look after
_____ 2. paternal	b. an instrument used to see things far away
_____ 3. scribble	c. the story of a person's life written by someone else
_____ 4. fraction	d. to write or draw carelessly
_____ 5. telescope	e. part of a whole
_____ 6. mortician	f. a person on foot
_____ 7. microphone	g. fatherly
_____ 8. pedestrian	h. a doctor who repairs and cares for teeth
_____ 9. supervise	i. an instrument for making sounds louder
_____10. dentist	j. a person who prepares a body for burial

OBJECTIVE: To recognize the meaning of selected words related to United States history

DIRECTIONS: As you read the following selection, notice the underlined key words. Then follow the directions for each exercise.

THE PILGRIMS COME TO AMERICA

There was religious unrest in Europe in the 16th Century. Many monarchs or rulers, were among the first to leave the Catholic Church. They organized new churches. Their new religions were called Protestant. They were named in protest of the Catholic Church. One new church was started by King Henry VIII. It was called the Church of England. King Henry wanted Englishmen to support his church. Many people refused. One such group was the Pilgrims. They wanted to leave the Church of England to worship as they pleased. For this reason, they were also called Separatists.

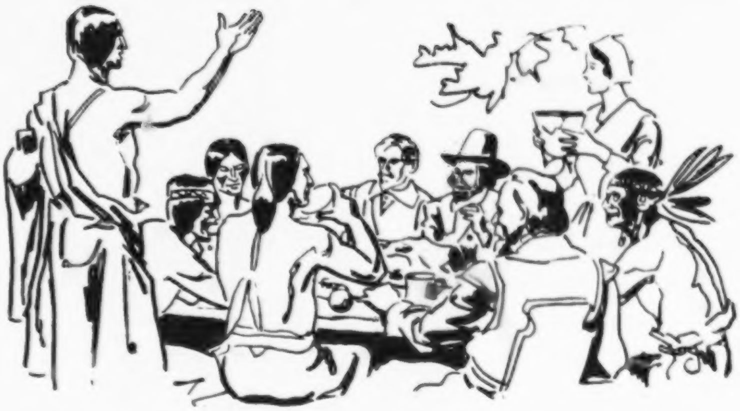
King Henry felt betrayed. He had many people put in jail. To escape this religious persecution, the Pilgrims went to Holland. However, they were still unhappy. Good jobs were scarce. They could not adjust to the customs or language. They were also unsuccessful in getting others from England to join them.

Once again, the Pilgrims decided to move. Many of them came to America. Because most of them were poor, they needed help to get to America. A trading company gave them supplies and a boat. The company also gave them a charter. This charter gave them certain rights. One right was to start a colony. In return, they agreed to work for the company for seven years.

In September, 1620, the Pilgrims set sail for America in a very small boat. This boat was called the Mayflower. About 100 people were on board. The Mayflower took over three months to cross the Atlantic Ocean. Heavy windstorms drove the boat off course. In November, 1620, the Pilgrims finally landed at Plymouth Rock. It is now called Massachusetts.

The Pilgrims were happy to reach Plymouth Rock. But they had a problem. The land was not owned by the trading company. Their charter was useless on this land. As a result, a meeting was called to make a new charter. They made new laws. They also agreed to obey these laws. This agreement was called the Mayflower Compact.

Life was not easy for the Pilgrims. The first winter was terrible. Over half of them died from hunger, cold weather and diseases.



As time passed, conditions improved. Indians taught the Pilgrims how to hunt, fish and plant corn. By November, 1621, they had good crops and plenty of food. Meanwhile, the Pilgrims worked hard for the trading company. They sent such things as animal skins and food to the company. They kept only supplies needed for their own use.

The Pilgrims were very pleased. They wanted to celebrate. They planned a feast to give thanks to God. Some Indians and new settlers joined in the celebration. They called this special celebration Thanksgiving Day.

PART I

DIRECTIONS: Match each word in Column A with its meaning in Column B.

COLUMN A

___ 1. Protestant

___ 2. Pilgrims

___ 3. Separatists

___ 4. Mayflower

___ 5. charter

___ 6. monarch

___ 7. custom

___ 8. Plymouth Rock

___ 9. trading company

___10. Mayflower Compact

COLUMN B

a. a document which grants certain rights and privileges to a group who plans to set up a colony

b. the boat used by the Pilgrims when they came to America

c. English colonists who settled at Plymouth Rock

d. any Christian of Europe or America who was not a member of the Roman Catholic Church

e. people who left the Church of England to worship on their own

f. an agreement made by the Pilgrims to form a government

g. a practice followed among a group of people

h. a sole ruler such as a king or queen

i. the place where the Pilgrims landed

j. a place which barters goods and services

602, Exercise 7
Continued

PART II

DIRECTIONS: Complete the following sentences correctly.

1. The new religions that were started in protest of the Catholic Church were called ______________________.

2. ____________________ founded the Church of England.

3. The Pilgrims were called ____________________ because they did not want to support the Church of England.

4. While in Holland the Pilgrims had difficulty adjusting to the ____________________ and language.

5. The Pilgrims set sail to America on the ____________________.

6. When the Pilgrims reached America, they landed at ____________________.

7. The Pilgrims drew up a new ____________________ when they reached America.

8. The Pilgrims' new government was called the ____________________.

9. A ____________________ gave the Pilgrims a boat and supplies in exchange for other products.

10. The Pilgrims called their first celebration in America ____________________.

PART III

DIRECTIONS: Answer the following questions.

1. Why did King Henry punish the Pilgrims?

____

2. Why did it take the Pilgrims at least three months to get to America?

____

3. What problem did the Pilgrims have when they first reached Plymouth Rock?

____

4. How did they solve this problem?

____

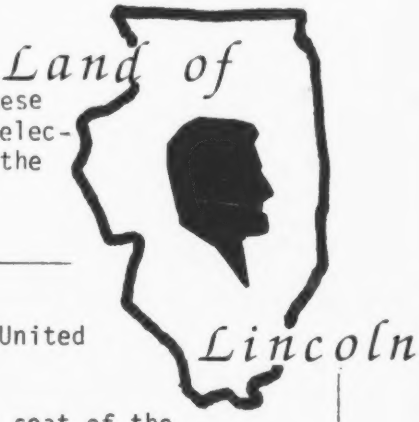
5. How did life for the Pilgrims improve during their second winter in America?

____

602, Exercise 8

OBJECTIVE: To recognize the meaning of selected words related to Illinois history.

DIRECTIONS: Study the key words and meanings below. These and other key words are underlined in the selection. After reading the selection, follow the directions for each exercise.



Articles of Confederation:	The first written constitution of the United States.
capital:	The city or town which is the official seat of the government.
district:	A division of territory. It is marked off for many purposes.
Jesuit:	Member of the Society of Jesus; a Roman Catholic religious order of men founded by St. Ignatius of Loyola in 1534.
mound:	A small hill of earth or stones. It dates from prehistoric times.
prairie:	A large area of level or rolling land. It has grass and few or no trees.
prehistoric:	The period before history was recorded.
province:	A major unit of a country, having its own local government.
ratify:	To officially approve of something.
Revolutionary War:	The war between Great Britain and the 13 colonies. It lasted from 1775-1783. The colonies won the war. They gained their independence and formed the United States of America.

ILLINOIS: FROM PREHISTORIC TIMES TO STATEHOOD

Illinois was the home of prehistoric Indians. They were called mound builders. Many of their mounds still exist. The largest prehistoric mound in Illinois is Monk's Mound. It is near East St. Louis.

Most of Illinois' land is flat and grassy. For this reason, it is called the "Prairie State."

In 1672, Father Jacques Marquette and Louis Joliet were the first Frenchmen to enter Illinois. They traveled up the Chicago and Illinois Rivers. They reached Lake Michigan in 1673.

In 1699, French priests founded a mission at Cahokia. This was a trading post for fur. It was the first permanent town in Illinois in which the French settled. Kaskaskia was founded by Jesuit priests four years later. These two towns soon became the main centers of French life in Illinois.

In 1717, Illinois made a district. It was part of the French province of Louisiana. By 1750, over 2000 Frenchmen and a few Black slaves lived here.

During the French and Indian War of 1763, France lost Illinois to Great Britain. Britain ruled Illinois for 15 years. But Britain did not pay much attention to Illinois. The British people were not friendly with the French settlers. As a result, many Frenchmen left Illinois. By the time of the Revolutionary War, only about 1000 Frenchmen lived in Illinois.

In 1778, Illinois became a county of Virginia. Credit for this goes to George Rogers Clark. He led a group of troops from Virginia who captured Kaskaskia and Cahokia from the British. In 1784, Virginia gave Illinois to the United States. It did so because Maryland would not ratify the Articles of Confederation unless Virginia and other states gave up their western lands. Illinois was made part of the Northwest Territory in 1787. In 1800, the Indiana Territory was created. Illinois was made part of it for nine years. In 1809, Illinois was finally made a separate territory.

On December 3, 1818, Illinois obtained statehood. It was admitted to the Union as the 21st state. Kaskaskia became the capital.

PART I

DIRECTIONS: Match each word in Column A with its best meaning in Column B.

COLUMN A	COLUMN B
______1. mound	a. to give official approval to something
______2. ratify	b. the first written constitution of of the United States
______3. capital	c. a small bank of earth
______4. prairie	d. the city which is the official seat of the government
______5. Articles of Confederation	e. a long stretch of grassy land

PART II

DIRECTIONS: Write true and false before each statement.

_____ 1. Prehistoric Indians built mounds after history was recorded.

_____ 2. Monk's Mound is the largest known prehistoric mound in Illinois.

_____ 3. The 13 colonies won the Revolutionary War.

_____ 4. George Rogers Clark was one of the first mound builders.

_____ 5. Kaskaskia was the first capital of Illinois.

PART III

DIRECTIONS: Answer the following questions.

1. Why is Illinois called the "Prairie State ?"

____

2. Who were the first persons from France to come to Illinois?

____

3. What town was the earliest French settlement?

____

4. Why did Frenchmen leave Illinois after the French and Indian War?

____

5. Why did Virginia give Illinois to the United States in 1784?

____

6. When did Illinois become the 21st state of the United States?

____

7. Who founded Kaskaskia in 1703?

____

8. What towns were the chief centers of French life in Illinois?

____

9. What is George Rogers Clark known for?

____

10. Did the 13 colonies gain their independence after the French and Indian War or after the Revolutionary War?

____

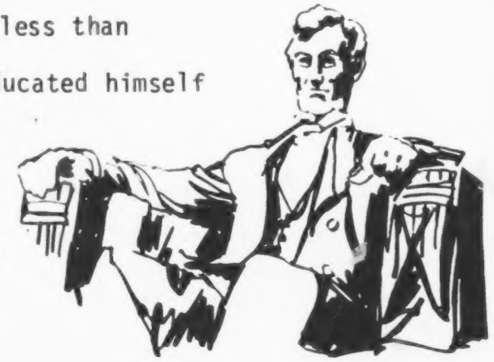
OBJECTIVE: To recognize the meaning of selected words related to Illinois history

DIRECTIONS: After studying the words and meanings below, read the selection. Then follow the directions for each exercise.

abolish:	To put an end to. Slavery was abolished in 1863.
Confederate States of America:	The eleven southern states that pulled away from the United States in 1860 and 1861.
debates:	Arguments for and against issues.
frontier:	The border of a settled region. It lies next to an unexplored region.
plantation:	A large area developed by workers who live on it. Before 1863 most plantation workers in the South were slaves. The plantation owners were the ruling class. They usually lived in large mansions. When slavery was abolished, people were paid low wages to work the crops. They were called sharecroppers.
seceded:	Withdrew from. Eleven southern states withdrew from the Union when Lincoln became President.
slave market:	A system for buying and selling human beings.
Union:	The United States of America.

LINCOLN: THE MAN AND HIS POLITICS

Abraham Lincoln was the first person from Illinois to become President of the United States. He was born in Kentucky. He was raised on the wild Indiana frontier. As a child, he had less than a year of formal schooling. Nevertheless, he educated himself inspite of many hardships. For example, books and paper were scarce on the frontier. He had to make his own math book. He sometimes walked miles to borrow a book. He often studied by firelight after working on the farm all day.



In 1830 Lincoln moved to Illinois. He worked at various odd jobs to help his family. A year later he was hired to take a flatboat to New Orleans. While there, he saw a slave market for the first time. He became concerned about slavery.

Lincoln prepared himself for a career in law. At the same time, he became active in politics. He emerged as a witty, clever and forceful speaker. In 1858 Lincoln ran for senator of Illinois. He ran against Stephen Douglas. They had many debates. Lincoln lost the election, but the debates made him popular.

The Republican Party chose Lincoln to run for President of the United States in 1860. His victory upset leaders from the South. They did not trust a Republican in power. One reason was that the Republican Party consisted of mostly leaders from the North. Another was that the Republicans were against the spread of slavery. The leaders from the South also knew that the Republicans would gain more power in Congress. As time passed, southerners grew more and more afraid. They were convinced that Lincoln would abolish slavery. They took action immediately.

Eleven states seceded from the Union although Lincoln didn't want them to leave the Union. He even said that he would ignore slavery in the South because he believed that plantation owners there needed slaves. These eleven states formed a new government. They called it the Confederate States of America. It was also called the Confederacy.

Despite Lincoln's cry for peace, the Confederacy set up an army. Shortly thereafter, the battle began. On April 12, 1861, the Confederacy fired on Fort Sumter. The few Union soldiers there surrendered. This began the Civil War. Lincoln had a strong will. He was determined to carry on the Civil War to save the Union. The Union was better equipped for war. It had more soldiers than the Confederacy. It also had more factories to make guns as well as more railroads to transport soldiers and supplies.

The Union won the war in 1865. As a result, the North and South reunited.

602, Exercise 9
Continued

PART I

DIRECTIONS: Write true or false before each statement.

_____1. To abolish slavery is to get rid of it.
_____2. The Confederacy included all of the United States.
_____3. At a slave market human beings buy and sell other human beings.
_____4. A southern plantation is cultivated by people who live on it.
_____5. To ratify an agreement is to disapprove of it.

PART II

DIRECTIONS: Complete each sentence below with one of the underlined words on the previous pages.

1. Lincoln was raised on the Indiana_______________.

2. The_______________won the Civil War.

3. When Lincoln was elected President, eleven states from the South formed a government called_________________.

4. Lincoln became famous for his great__________________with Stephen Douglas.

5. When Lincoln became President, he did not want to__________________ slavery in the South.

PART III

DIRECTIONS: Answer the following questions.

1. What are five words that describe Lincoln?

____

2. During his childhood, how did Lincoln show determination to educate himself?

____

3. How did southern leaders react to Lincoln's presidency?

____

4. Who fired the shot that began the Civil War?

____

5. Why do you think that the Union won the Civil War?

____

OBJECTIVE: To develop vocabulary related to United States history

DIRECTIONS: As you read the selection below, notice the underlined words. Then complete the exercises which follow.

THE UNDERGROUND RAILROAD

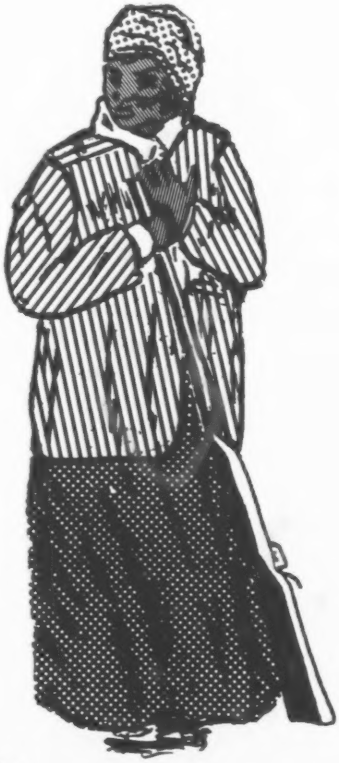
AN ESCAPE SYSTEM FOR SLAVES

By 1860 over 50,000 slaves had escaped to slave-free states and Canada. Many abolitionists helped fugitive slaves escape because they felt that slavery was wrong. The system of helping slaves escape was known as the Underground Railroad. The names used for escaping slaves were related to the railroad. Slaves were called such words as "packages," "freight" and "passengers." Some of their secret hiding places were in churches, homes, cellars and attics. These secret places were often called "depots" and "stations." People who helped the slaves escape were called conductors.

A WOMAN CALLED MOSES

The most famous conductor of the Underground Railroad was Harriet Tubman. She was born a slave in Baltimore, Maryland in 1820. However, she fled to Philadelphia, Pennsylvania in 1849. White Quakers helped her to flee. They also taught her a lot about the Underground Railroad.

Harriet wanted to rescue her family and some other slaves. When she was 30, Harriet returned to the South and set her plan in motion. Some of those she helped went to Philadelphia. But, most of them fled to Canada. Because she knew more about the Underground Railroad than any other leader, she became very popular. People even compared her to Moses in the Bible. They said that her rescue mission was like Moses leading his people out of bondage. Harriet's trips became more and more successful. It was said that she helped over 300 slaves to freedom and made nineteen trips back to the South. Harriet was a very tough conductor. She always carried a gun for protection. She also carried it to keep any of her passengers from returning to the South. She threatened them with, "You'll be free or die."



She never lost a passenger. Harriet's fame continued to grow. This made southern slaveowners very angry. Even though they offered $40,000 for Harriet's capture, she was never caught.

During the Civil War, Harriet was a nurse for the North. She also served as a scout and a spy. She would go into the army camps of the South and find out important information. She would then take the information back to the Northern soldiers.

After the Civil War, Harriet settled down in Auburn, New York. Although she was very poor, Harriet continued helping people. She helped to set up schools for newly freed Blacks. She spoke at public meetings. She also donated money to build a place for old people to live.

Harriet continued her good deeds until her death in 1913. She was 93 years old.

PART I
DIRECTIONS: Use these words to complete the following sentences.

Underground Railroad   conductor   fugitive
abolitionist   bondage

1. A runaway slave is a ______________.

2. An ______________ is a person who fought to end slavery in the United States.

3. The ______________ was a secret system for helping slaves escape.

4. A person in ______________ is being held against his will.

5. Harriet Tubman was a ______________ of the Underground Railroad.

PART II
DIRECTIONS: Write true or false before each statement.

__________ 1. Runaway slaves were sometimes referred to as "freight".

__________ 2. "Depot" is another word for "bondage".

__________ 3. Most of the Underground Railroad passengers escaped to Illinois.

__________ 4. Harriet Tubman's rescue mission was compared to Moses leading his people out of bondage.

__________ 5. Harriet was paid $40,000 for her work with the Underground Railroad.

PART III

DIRECTIONS: Fill in each blank below with a word from the reading selection. Review the entire passage below before filling in blanks.

Harriet Tubman was born in 1820. She was born a slave. In 1849, $\underset{1}{\underline{\hspace{2cm}}}$ helped her to escape to Philadelphia. They also taught her a lot about the $\underset{2}{\underline{\hspace{2cm}}}$. Harriet became the best known $\underset{3}{\underline{\hspace{2cm}}}$ of the Underground Railroad. She was often called the $\underset{4}{\underline{\hspace{2cm}}}$ of her people. Harriet helped over 300 $\underset{5}{\underline{\hspace{2cm}}}$ escape to freedom. She traveled to the $\underset{6}{\underline{\hspace{2cm}}}$ 19 times to free slaves. She was a tough conductor. $\underset{7}{\underline{\hspace{2cm}}}$ resented her. They even offered a $40,000 reward for her $\underset{8}{\underline{\hspace{2cm}}}$. Harriet also served as a nurse and a spy for the $\underset{9}{\underline{\hspace{2cm}}}$ army during the $\underset{10}{\underline{\hspace{2cm}}}$.

PART IV

DIRECTIONS: Answer the following questions.

1. What are five adjectives which describe Harriet Tubman?

2. Why do you think that most of the runaway slaves escaped to Canada?

3. Do you think that Harriet would have killed a passenger if he had tried to return to the South? Explain your answer.

4. What do you think might have happened to a white person who was caught helping a runaway slave?

5. What message do you think might have been written on Harriet's tombstone?

6. Pretend that you were a passenger on the Underground Railroad. Write a diary page entitled "One Day in the Life of (your name), a Fugitive Slave."

OBJECTIVE: To recognize the sequence of events and facts

Sequence means order. When you put information in sequence, you arrange it in the order in which it happened. An example of sequence is a timeline. A timeline is a list of events or facts arranged in sequence by dates. The following timelines present important events and facts in the history of Black Americans. Neither the events nor the facts are arranged in the correct sequence.

PART I

DIRECTIONS: Arrange the events and facts below in the correct sequence. Use the numbers 1-10.

_____a. The United States passed a law in 1808 to end African Slave Trade.

_____b. The first Black indentured servants came to Jamestown, Virginia in 1619.

_____c. The Supreme Court established a "separate but equal policy" in 1896. This policy kept Blacks and Whites apart legally.

_____d. Congress passed the Civil Rights Act in 1964. It protected the rights of all citizens to vote. It also made unfair hiring practices illegal. With this act, all people could visit any public place.

_____e. Slavery was abolished by the 13th Amendment in 1865.

_____f. The Supreme Court ordered schools to desegregate in 1963.

_____g. Many Black soldiers fought at the Battle of Bunker Hill, June 17, 1775 during the Revolutionary War.

_____h. The Supreme Court ended racial discrimination clauses in housing contracts in 1947.

_____i. The Supreme Court changed its mind on the "separate but equal" policy in 1954. It decided that things which are separate cannot be equal.

_____j. Congress passed the Civil Rights Act in 1866. It listed the rights and privileges of all freed men.

PART II

DIRECTIONS: Arrange the facts below about famous Black Americans in the correct sequence. Use the numbers 1-10.

__________a. Carter G. Woodson was a historian and an educator. He lead a group called the Association for the Study of Negro Life and History. In 1926, he introduced Negro History Week.

__________b. Jean Baptiste DuSable founded Chicago in 1772.

__________c. Benjamin Banneker made the first American Clock in 1765.

__________d. Dorie Miller received the Navy Cross award in 1942. He was the first Black United States World War II hero when Japan attacked Pearl Harbor.

__________e. Booker T. Washington founded Tuskegee Institute in 1882.

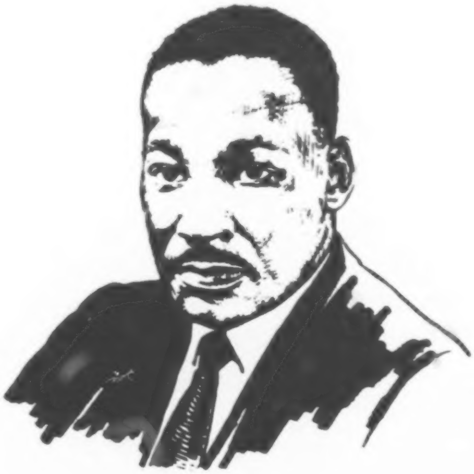
__________f. Harriet Tubman was known as the greatest conductor of the Underground Railroad. This was an organized escape route for slaves. In December, 1850, she made her first rescue of slaves.

__________g. Gwendolyn Brooks is a poetess. She received the Pulitzer Prize in 1950 for literature. Today, she is the poet laureate of Illinois.

__________h. Dr. Percy Julian invented a way to make cortisone in 1935. This medicine gives relief from arthritis.

__________i. Dr. Martin Luther King Jr. believed in civil rights for all people. He lead the Montgomery bus boycott in 1955.

__________j. Crispus Attucks, a runaway slave, was one of the first Americans to die in the Revolutionary War in 1770.



Dr. Martin Luther King, Jr. was one of the most important leaders in the civil rights movement. He was also a great speaker. His most popular speech was made in August, 1963 during the March on Washington. Famous lines from that speech are "...I have a dream that one day the sons of former slaves and the sons of former slaveowners will be able to sit down at the table of brotherhood and join in the words...Free at last! Free at last! Thank God Almighty, we are free at last!"

PART III

DIRECTIONS: The timeline below begins when Illinois became a state. It covers some of Illinois' historical events between 1818 and 1970. Review the timeline. Then complete the exercises which follows.

AUG. 28TH 1818

1818- 1857 (Period A)	-On December 3, 1818, Illinois became the 21st State. -The Black Hawk War forced the Sauk and Fox Indians from Illinois in 1832. -In 1837, Springfield was chosen the state capital. -John Deere built the steel plow in 1837. This helped large-scale farming. -In 1847, Cyrus Hall McCormick started building mechanical reapers. This made large-scale farming easier.
1858- 1897 (Period B)	-In 1858, the famous Lincoln-Douglas Debates took place. Abraham Lincoln and Stephen Douglas were running for the Senate. -In 1859, George Pullman built the first successful railroad car. -In 1860, Abraham Lincoln was elected the 16th President of the United States. -The Great Chicago Fire destroyed a large part of Chicago in 1871.
1898-1937 (Period C)	-In 1900, the Chicago Sanitary and Ship Canal was completed. This made the Chicago River flow backwards. -From 1933-1934, the Century of Progress World's Fair was held in Chicago.
1938-1970 (Period D)	-In 1942, atomic energy was discovered at the University of Chicago. -The Illinois Tollway opened in 1958. -The state income tax was adopted in 1969. -In 1970, the new state constitution was approved.

602, Exercise 11
Continued

A. DIRECTIONS: Write True or False before each statement.

__________1. Illinois became the 21st state before Springfield was chosen the state capital.

__________2. The Lincoln-Douglas Debates took place before Lincoln was elected President of the United States.

__________3. George Pullman built the first successful railroad car during Period C.

__________4. The state income tax was adopted during Period A.

__________5. The new state constitution was approved after Period B.

B. DIRECTIONS: Arrange the following events in the order in which they happened. Use the numbers 1-10.

__________1. The Great Chicago Fire took place.

__________2. Illinois became the 21st state.

__________3. The state income tax was adopted.

__________4. The famous Lincoln-Douglas Debates took place.

__________5. The new state constitution was approved.

__________6. The steel plow was invented.

__________7. The Black Hawk War forced the Sauk and Fox Indians from Illinois.

__________8. Atomic energy was discovered.

__________9. The Century of Progress World's Fair was held.

_________10. Springfield was chosen the state capital.

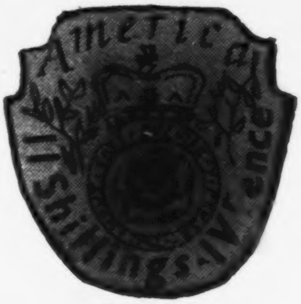
State Capitol
Building

OBJECTIVE: To recall the sequence of events in a reading selection

DIRECTIONS: Read the following selection. Then complete the exercises which follow.

AMERICA'S STRUGGLE FOR INDEPENDENCE

THE STAMP ACT



British Revenue Stamp

In 1765 America was still an English colony. At that time England decided on stricter control over America. England's government was called Parliament. Parliament passed laws to carry out this plan. One such law was the Stamp Act. This act was supposed to raise more money for England. It required that British stamps be put on many goods. They included such things as legal papers and newspapers.

The colonists resented the Stamp Act for many reasons. One reason was that they felt that taxes should be decided on by their lawmakers. Another was that they were not represented in Parliament. They were also afraid that other taxes would be forced upon them. To avoid "taxation without representation," they refused to buy goods from England. This action hurt British trade. Merchants began to complain. Finally, in 1766, the Stamp Act was removed.

THE TOWNSHEND ACTS

Parliament continued to pass unjust laws. In 1767 the Townshend Acts were passed. They taxed many goods sent to America. These goods included glass, paint and tea. The money would be used to pay British officials in America. The Townshend Acts also gave British officials the right to search homes. Americans were suspected of smuggling goods into the country.

THE BOSTON MASSACRE

Once again, the colonists were angry. They refused to be taxed without consent. They boycotted English goods. An incident in Boston in 1770 added fuel to the fire. British soldiers were sent to Boston to collect the new taxes. The colonists did not want them there. Fighting broke out between the soldiers and the citizens. Many people were killed. This incident was called the Boston Massacre. King George III wanted the trouble in Boston to stop. Parliament finally removed all of the Townshend taxes except one. It kept the tax on tea. Parliament wanted to show the colonists that it "had the right" to tax them.

THE BOSTON TEA PARTY

For three years after the Townshend Acts were removed, the colonists were calm. However, in 1773, trouble started again. Parliament allowed the British East India Company to ship tea directly to America. The tea was sold at a price lower than the colonial merchants' price. Yet, the colonists refused to buy the tea. They believed that buying the cheaper tea would seem as if they went along with the tax on the tea. Something had to be done. Some colonists decided that this company should not sell tea directly to America. They finally came up with a plan. One night some men dressed as Indians and took over the Boston Harbor. They took the tea and threw it overboard. This incident was called the Boston Tea Party.

THE INTOLERABLE ACTS

King George III did not like what had happened in Boston. Therefore, he passed more harsh laws to punish the colonists. The Port of Boston was closed. This prevented trade with the outside world. Rights of self-government were taken away. More troops were sent to Boston. The colonists called these laws Intolerable Acts. They were too difficult to bear.

News about the Intolerable Acts spread fast. People from other colonies despised Parliaments' harsh actions. They also felt sorry for the colonists in Boston. They helped by sending boxes of food and supplies. This act of kindness helped to bring the colonies closer together. People from Boston began a letter writing campaign which improved communication among the colonies.

PART I

DIRECTIONS: Arrange each set of events in the order in which they happened. Use the number 1-4.

1. _____a. Colonists boycotted British goods.
   _____b. The Stamp Act was passed.
   ____ c. Parliament removed the Stamp Act.
   ____ d. British merchants complained.

2. _____a. All, except one, of the Townshend taxes were removed.
_____b. The Townshend Acts were passed.
_____c. British soldiers tried to collect the new taxes.
_____d. Citizens fought with British soldiers.

3. _____a. Tea was thrown overboard in the Boston Harbor.
_____b. A British tea company shipped tea directly to America.
_____c. Men dressed as Indians took over the Boston Harbor.
_____d. Colonists refused to buy the cheap tea.

4. _____a. People from other colonies sent food and supplies to Boston.
_____b. Trade in Boston was cut off from the outside world.
_____c. The Boston Tea Party took place.
_____d. People from Boston began a letter writing campaign.

PART II

DIRECTIONS: Write true or false before each statement.

_____1. The Boston Massacre happened after the Boston Tea Party.
_____2. The Stamp Act was passed before the Townshend Acts.
_____3. The Stamp Act was removed after the Boston Tea Party.
_____4. In 1773, America was under King George III of England's rule.
_____5. Colonists approved the Stamp Act before Parliament passed it.
_____6. The Intolerable Acts were passed after the Boston Massacre.
_____7. The Boston Tea Party took place in 1773.
_____8. When the Townshend Acts were removed, the colonists were calm for three years.
_____9. The colonists boycotted English goods when the Stamp Act was passed.
_____10. British soldiers and citizens fought during the Boston Tea Party.

OBJECTIVE: To recall the sequence of events in a reading selection

DIRECTIONS: As you read the selection below, notice the dates. They refer to the sequence of events leading up to the Constitution. Then follow the directions for each exercise.

AMERICA GAINS INDEPENDENCE

THE FIRST CONTINENTAL CONGRESS

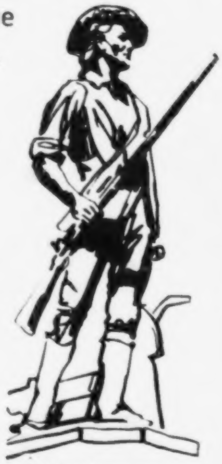
In September, 1774, over 50 leaders from twelve colonies met in Carpenter's Hall in Philadelphia. They met to discuss the policies of King George III. This meeting became known as the First Continental Congress. The leaders wanted to protect the rights they had won over the years. At the same time, they wanted to settle their differences with King George. They wanted him to remove the unjust trade laws. They agreed to boycott English goods until their demands were met.

Although the delegates agreed that the injustices should not be tolerated, they disagreed on what steps to take to end them. Delegates like Patrick Henry felt that firm steps should be taken. Henry was willing to fight for his freedom. This was evident in his statement: "I know not what course others may take; but as for me, give me liberty or give me death!" Other delegates felt that the colonies should proceed very carefully. They did not want to chance making King George any angrier.

THE BATTLE OF LEXINGTON

The Battle of Lexington began the Revolutionary War in 1775. The British soldiers headed for Lexington, Massachusetts. Meanwhile, the colonists were preparing for the attack. They formed small groups called Minutemen who were ready to fight on a moment's notice. When the British soldiers reached Lexington, they were met by Minutemen. The soldiers ordered them to return to their homes. When they refused, shots were fired. Many Minutemen were hurt and killed. Finally, they gave in because they were outnumbered.

The soldiers then marched to Concord. Here, they burned war supplies. When they reached the Concord Bridge, they were met by more Minutemen. Blood was shed on both sides. Yet, the colonists didn't give up. They still fought for their rights.



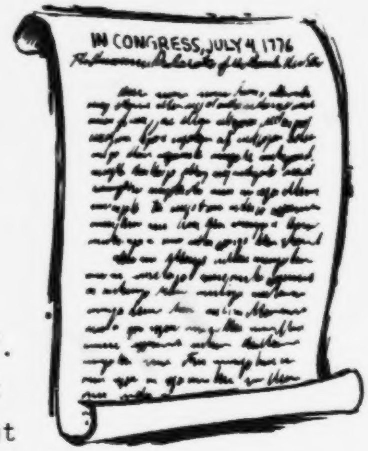
Minuteman

THE SECOND CONTINENTAL CONGRESS

Leaders of the colonies met again in the summer of 1776. They met at Independence Hall in Philadelphia. This meeting was called the Second Continental Congress. At first, most of the leaders had hoped for a peaceful agreement with King George. However, as time passed, they realized that the chances of that happening were slim. King George was still impossible to deal with. As a result, they voted for independence. This news spread like wildfire among the colonists. At first, only about one-third of them supported the fight for liberty. Another third remained neutral. The last third remained loyal to King George. Later, most of the colonists wanted independence.

THE DECLARATION OF INDEPENDENCE

In June, 1776, the Congress formed a committee of five men. They drew up a statement of independence. Thomas Jefferson wrote most of it. It was formally adopted on July 4, 1776. This date became America's birthdate. At last, she would be free from England.



THE ARTICLES OF CONFEDERATION

The colonies became states. These states formed our nation. Their first form of government was set up in 1777. The states approved it in 1781. Later, the new government proved to be too weak. There was no president to carry out laws. Congress did not have the power to collect taxes. There were no courts to settle disputes. But people did not complain. They had not forgotten the strict rule of King George III.

THE CONSTITUTIONAL CONVENTION

Leaders from most of the states met in Philadelphia in May, 1787. This meeting was called the Constitutional Convention. The leaders decided to change the form of government. They also discussed ways to make a stronger government. Finally, they decided on a new form of government. The plan for this new form of government was called the Constitution.

George Washington was elected president of the convention. James Madison kept notes at the convention. He was recognized for his experience in government. Madison's notes were later published. Through his notes, people were informed about the discussions at the convention. For this reason, he is often called "Father of the Constitution."

THE CONSTITUTION OF THE UNITED STATES

The Constitution was written with care. A strong central government was needed. It had to have the power to make and enforce laws. A president was needed to head this new government. Elected leaders from each state would represent the people. These leaders would form a Congress. This Congress would have the power to collect taxes. It could also make and pass laws, and build an army. The Constitution was completed in the fall of 1787. It was then presented to the state representatives. Only nine states had to approve it. In 1789, the Constitution became the highest law of the land. It governed individual rights and freedom.

PART I

DIRECTIONS: Arrange the following events in the order in which they happened. Use the number 1-10.

______a. The British fought with Minutemen at the Concord Bridge.
______b. A strong central government was organized.
______c. The colonies approved their first form of government.
______d. The highest law of the land was written.
______e. Leaders of the colonies formed the First Constitution Congress.
______f. A convention met to discuss the Constitution.
______g. The Second Continental Congress voted for independence.
______h. Colonists formed small groups called Minutemen.
______i. Thomas Jefferson wrote most of the Declaration of Independence.
______j. The states approved the Constitution.

PART II

DIRECTIONS: Answer the following questions.

1. What was the purpose of the meeting held by the First Continental Congress?

____

2. What were three weaknesses of the Articles of Confederation?

____

3. What was the purpose of the Constitutional Convention?

____

4. What was Patrick Henry's attitude toward freedom?

____

5. Why was James Madison called the "Father of the Constitution?"

____

603, Exercise 1

OBJECTIVE: To use the alphabet to locate words in the dictionary

The first letters are different in the following groups of words. To alphabetize, look for the word that begins with a. This word will be first on the list. Then look for a word beginning with b, then c and the remaining letters of the alphabet.

EXAMPLE: battle 1. admire

doctor 2. battle

admire 3. doctor

DIRECTIONS: Arrange the words below in alphabetical order.

GROUP 1

broom 1. ____________

durable 2. ____________

urge 3. ____________

electric 4. ____________

graph 5. ____________

GROUP 2

valley 1. ____________

finish 2. ____________

punish 3. ____________

zero 4. ____________

immediate 5. ____________

GROUP 3

unreal 1. ____________

advance 2. ____________

increase 3. ____________

complex 4. ____________

exterior 5. ____________

GROUP 4

welcome 1. ____________

protest 2. ____________

backward 3. ____________

entrance 4. ____________

purchase 5. ____________

OBJECTIVE: To alphabetize words to the second letter

The first letter is the same in each word below. To alphabetize, use the second letter in each word.

EXAMPLE:

whistle 1. wallet

wallet 2. whistle

winner 3. winner

DIRECTIONS: Arrange the following words in alphabetical order.

GROUP 1

echo 1. ____________

error 2. ____________

element 3. ____________

energy 4. ____________

explore 5. ____________

GROUP 2

fear 1. ____________

flight 2. ____________

final 3. ____________

funeral 4. ____________

forget 5. ____________

GROUP 3

height 1. ____________

honest 2. ____________

humidity 3. ____________

happy 4. ____________

hijack 5. ____________

GROUP 4

gasoline 1. ____________

grateful 2. ____________

govern 3. ____________

globe 4. ____________

guard 5. ____________

OBJECTIVE: To alphabetize words to the third letter

The first two letters are the same in each word below. To alphabetize, use the third letter in each word.

EXAMPLE: art 1. argue

argue 2. army

army 3. art

DIRECTIONS: Arrange the following words in alphabetical order.

GROUP 1

belong 1. ______________

between 2. ______________

benefit 3. ______________

beginning 4. ______________

beyond 5. ______________

GROUP 2

complete 1. ______________

corner 2. ______________

coffee 3. ______________

concern 4. ______________

count 5. ______________

GROUP 3

morning 1. ______________

mop 2. ______________

modern 3. ______________

mother 4. ______________

money 5. ______________

GROUP 4

flower 1. ______________

flat 2. ______________

fly 3. ______________

fluid 4. ______________

flesh 5. ______________

OBJECTIVE: To use guide words in the dictionary to locate words

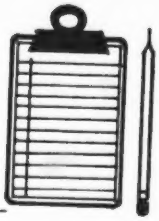
---

Two Guide words are found at the top of every page in the dictionary. They tell the first and the last word on a a page. The words listed between the guide words are always arranged in alphabetical order.

DIRECTIONS: Read the following pairs of guide words and the list of words that follow them. Decide if each word on the list would appear on the same page with the guide words. Write Yes to indicate that the word would appear on the same page and No if the word would not.

EXAMPLE: Guide words: celebrated - censor

yes 1. celery
no 2. center
yes 3. cement



A. Guide Words: dealer - decide

___1. dear
___2. debt
___3. deep
___4. decade
___5. deck

B. Guide Words: hobby - home

___1. honor
___2. hoof
___3. honey
___4. hold
___5. hope

C. Guide Words: lead - led

___1. leave
___2. leisure
___3. lecture
___4. learn
___5. lemon

D. Guide Words: plane - playful

___1. planet
___2. plenty
___3. plate
___4. plant
___5. player

603, Exercise 5

OBJECTIVE: To use the dictionary to syllabicate words correctly

EXAMPLE:

1. allowance al/low/ance
2. message mes/sage

DIRECTIONS: Divide the following words into syllables with a slash (/). Try to divide them by the way they sound. Then check a dictionary to see if you are correct.

1. climate ____________
2. ballot ____________
3. govern ____________
4. territory ____________
5. distance ____________
6. relax ____________
7. president ____________
8. mirror ____________
9. tennis ____________
10. humid ____________
11. window ____________
12. nutrition ____________
13. sincere ____________
14. stadium ____________
15. hurricane ____________
16. suddenly ____________
17. lately ____________
18. fancy ____________
19. imperfect ____________
20. disagree ____________

OBJECTIVE: To use common syllabication rules to divide words correctly

Syllabication is the dividing of words into syllables. There are rules to help determine how words are divided. Study each of the following rules and examples. Then complete the exercise which follows each rule.

RULE 1: When there are two consonants between two vowels in a word, it is generally divided between the two consonants. EXAMPLES: pen/cil, ham/mer, prob/lem.

A. DIRECTIONS: Using Rule 1, divide the following words into syllables.

1. carrot ____________________
2. numbers ____________________
3. insect ____________________
4. summer ____________________
5. cherries ____________________
6. fourteen ____________________
7. garden ____________________
8. squirrel ____________________
9. picture ____________________
10. rabbit ____________________
11. permit ____________________
12. basket ____________________
13. dinner ____________________
14. carpet ____________________
15. fabric ____________________

RULE 2: When there is one consonant between two vowels in a word, it is usually divided before the consonant. EXAMPLES: spi/der, ze/ro, pi/lot.

B. DIRECTIONS: Write the words below in syllables using the rule above. Then underline the single consonant.

1. open ________
2. item ________
3. meter ________
4. total ________
5. major ________
6. final ________
7. vital ________
8. police ________
9. frozen ________
10. locate ________

RULE 3: Words that end in le with a consonant before the le are usually divided before the consonant. EXAMPLES: cir/cle, sin/gle. The exception to this rule is words that end in ckle. EXAMPLES: pick/le, fick/le. The c in these words is silent, therefore the k goes with the first syllable.

C. DIRECTIONS: Using this rule, divide the following words into syllables.

1. tickle ________
2. table ________
3. uncle ________
4. buckle ________
5. simple ________
6. twinkle ________
7. people ________
8. knuckle ________
9. crumble ________
10. tackle ________

RULE 4: If -ed follows the sound "t" or "d" in a word, the -ed is a separate syllable. EXAMPLES: wait/ed, need/ed. When -ed is added to a word that does not end in a "t" or "d" sound, the -ed is not a separate syllable. EXAMPLES: cooked, walked.

D. DIRECTIONS: Write the words below in syllables using the rule above.

1. fished ____________
2. posted ____________
3. looked ____________
4. tested ____________
5. liked ____________
6. parted ____________
7. planted ____________
8. hired ____________
9. dated ____________
10. proved ____________

RULE 5: Compound words are divided between the small words. EXAMPLES: note/book, week/end.

E. DIRECTIONS: Write the compound words below in syllables.

1. moonlight ______________________________
2. doorknob ______________________________
3. birthday ______________________________
4. grandson ______________________________
5. himself ______________________________
6. salesman ______________________________
7. baseball ______________________________
8. newsman ______________________________
9. mailman ______________________________
10. playground ______________________________

OBJECTIVE: To use the dictionary pronunciation key to pronounce words

Every dictionary has a pronunciation key. It is usually found in the front cover of the dictionary. The pronunciation key contains symbols. These symbols are sometimes called diacritical marks. Most of these symbols are letters of the alphabet. Each letter stands for a sound. Sometimes a letter must stand for two or more sounds. A diacritical mark is used with the letter that has a different sound. The pronunciation key also contains key words which give you the sounds that vowels make in a word. Key words are usually words you already know how to say. Study the sample pronunciation key below. Then follow the directions for each exercise.

SAMPLE PRONUNCIATION KEY

a	add, act	e	best, set
ā	ape, age	ē	eve, equal
ä	arm, far	ėr	term, learn
i	big, if	oi	voice, oil
ī	ice, life	ou	out, loud
o	ox, hot	u	up, cup
ō	old, open	u̇	put, foot
ô	organ, order	ü	food, rule

PART I

DIRECTIONS: Use the sample pronunciation key to pronounce the phonetic spellings of the words below. Write the word for which the phonetic spelling is given.

1. lēf ________
2. rān ________
3. nün ________
4. li ________
5. bon ________
6. bu̇k ________
7. nām ________
8. koin ________
9. ärt ________
10. ôl ________

603, Exercise 7
Continued

PART II

DIRECTIONS: Use the sample pronunciation key to pronounce the words below. Then match each word with its correct definition. Write the letter of the definition in the space provided.

___ 1. prīs
___ 2. klok
___ 3. bī
___ 4. stärv
___ 5. ô'fis
___ 6. hat
___ 7. mar'ē
___ 8. hāl
___ 9. war
___ 10. snō

a. a covering for the head
b. pieces of ice that fall from the sky like rain
c. to take as a husband or wife
d. the amount of money for which anything is bought or sold
e. white flakes or crystals of ice
f. to suffer or die from lack of food
g. fighting between two nations
h. place in which a person works
i. to get by paying a price; purchase
j. an instrument that shows time

PART III

DIRECTIONS: Use the sample pronunciation key to pronounce the words in columns A and B. Then decide which pronunciation in column A or B completes the sentence. Write A or B in the space provided to show the correct pronunciation.

	Column A	Column B
1. Did you bring the red ___ for the picnic table?	klōth	klôth
2. I like orange ___ .	jüs	güs
3. Soup is usually eaten with a ___ .	spün	spun
4. The ___ from the el train kept me awake.	nōz	noiz
5. The Chicago Bears ___ two games last year.	wun	wün

OBJECTIVE: To use accent marks to pronounce words

An accent mark (') is used to help you pronounce words with two or more syllables. The accent mark usually comes after that part of the word which should be accented. For example, look at the word ob'ject. The accent mark comes after the first syllable in the word. This means that the first syllable is pronounced louder than the second syllable. Try putting the accent mark after the second syllable (ob ject'). Now how is the word pronounced?

PART I

DIRECTIONS: Pronounce the following words to yourself. Decide whether the accent mark goes to the right of the first or second syllable. Then place the accent mark behind the correct syllable.

1. in vent
2. par ent
3. de frost
4. light en
5. e lect
6. ar rest
7. neck tie
8. hair cut
9. de mand
10. suc ceed
11. im age
12. fa vor
13. col lect
14. di vide
15. nee dle
16. be sides
17. wel come
18. i dle
19. be tween
20. pro tect

PART II

DIRECTIONS: Pronounce the following words to yourself. Then pronounce the group of words that follow them. Place a check (✓) next to the word in which the same syllable is accented as in the first word.

EXAMPLE: 1. common ___a. divide ✓b. profit ___c. admit

1. appear ___a. expand ___b. dollar ___c. accent
2. engine ___a. enough ___b. missile ___c. aloud
3. coffee ___a. equal ___b. contain ___c. instruct
4. mature ___a. credit ___b. window ___c. beyond
5. mission ___a. knowing ___b. enjoy ___c. contain

603, Exercise 9

OBJECTIVE: To use the dictionary to select the appropriate definition of words

DIRECTIONS: Look up the underlined words in the dictionary. Write the definition which explains the meaning of the underlined word in each sentence.

EXAMPLE: 1. My goal is to become a nurse.

"Goal" means something for which an effort is made; something desired.

1. To beat inflation at the supermarket, Mrs. Harris reads the newspaper for bargains.

"Inflation" means ____

____

2. Carol participated in an art show last month.

"Show" means ____

____

3. Refrigeration will sometimes retard the growth of bacteria in food.

"Retard" means ____

____

4. Chris was placed in an accelerated math class.

"Accelerated" means ____

____

5. A dictionary is a reference book.

"Reference" means ____

____

6. Mrs. Jones went to see a lawyer about writing her will.

A "will" means ____

____

7. The airplane pilot changed his course during a snow storm.

"Course" means ____

____

8. The store had a surplus of fruit.

"Surplus" means ____

____

9. Because of the bomb threat, everyone had to evacuate the building.

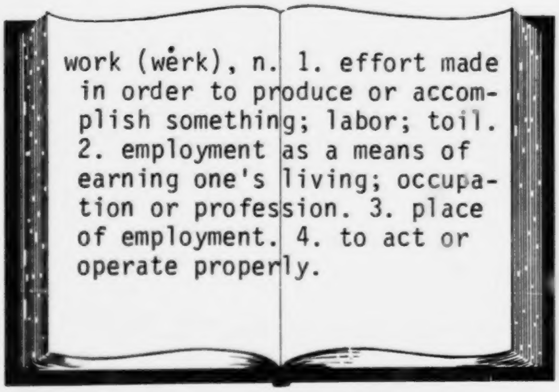
"Evacuate" means ____

____

10. Martha had to pay $50 in customs on jewelry when she returned from Japan.

"Customs" means ____

____



work (wėrk), n. 1. effort made in order to produce or accomplish something; labor; toil. 2. employment as a means of earning one's living; occupation or profession. 3. place of employment. 4. to act or operate properly.

OBJECTIVE: To identify test-taking techniques

DIRECTIONS: Read the selection below. Then check (✓) the best answer to complete each statement which follows.

TEST-TAKING HINTS

Taking tests is part of your daily life. It may be for a driver's license, a job or a class grade. You may also have to take a test to receive a high school diploma or to enter college. Whatever your reason may be for taking a test, here are some hints to help you do well.

1. Make a schedule for your study time.
2. Review quizzes that you have taken in the past.
3. Spend more time reviewing difficult or new information.
4. Have confidence that you will do well on the test.
5. Get plenty of rest and eat a good meal before the test.
6. Ask questions before the test begins if the instructions aren't clear.
7. Follow all directions carefully.
8. Do the easy questions first. Answer the more difficult questions last.
9. Budget your testing time wisely. Don't waste time on questions you are not sure of. If you have the time, return to them later.
10. Pay close attention to answers with such words as always and never. Those answers are usually wrong.
11. On a multiple choice test, ignore answers that you know are wrong. Then choose from the answers that are left.
12. If you change your mind on an answer, erase it completely. The test may be scored by machine. If so, two answers for one test item will be counted as a wrong answer.
13. When the testing time is up, wait for further instructions from the person in charge before leaving the room.

603, Exercise 10
Continued

1. When you are planning a study schedule, you should

____ a. plan to study difficult information last.
____ b. avoid planning study time for new information.
____ c. plan to spend more time studying new or difficult information.

2. When you are taking a test, you should

____ a. spend more time on easy questions.
____ b. answer easy questions first.
____ c. answer difficult questions first.

3. If you are in a classroom situation, do all of the following except

____ a. review quizzes that you have previously taken.
____ b. ask questions before the test begins if the instructions are not clear.
____ c. expect your teacher to supply you with writing tools.

4. If you are not sure of an answer, you should

____ a. choose all of the answers.
____ b. skip that question and go on to the next one.
____ c. ask the person giving the test for help.

5. If you mark the wrong space for an answer, you should

____ a. cross it out and mark the correct space for the answer.
____ b. erase the answer completely before marking the correct space.
____ c. ignore it and mark the correct space.

6. When a question has such words as never and always,

____ a. it is usually incorrect.

____ b. it is usually correct.

____ c. ask the person giving the test to explain it.

7. If the test instructions aren't clear, you should

____ a. avoid asking questions and do the best you can.

____ b. ask questions during the test.

____ c. ask questions before the test begins.

8. When taking a test, all of the following are true except

____ a. stay up the night before. You will remember more during the test.

____ b. follow all directions carefully.

____ c. self-confidence may add to your success.

9. When the testing time is up, you should

____ a. ask the person in charge if you can work on unanswered questions.

____ b. wait for further instructions from the person in charge.

____ c. compare your answers with someone else's. Then turn in your test.

10. Before taking a test, you should do all of the following except

____ a. get plenty of rest.

____ b. eat a good meal before the test.

____ c. only study two hours before the test to avoid forgetting.

CONTEXT CLUES

DIRECTIONS: Circle the best meaning for each underlined word below.

1. Prohibition was made a law in 1920. However, people still drank alcohol.

   a. tax on illegal alcohol
   b. law against making or selling alcohol
   c. law legalizing alcohol

2. When Lincoln became President of the United States, seven slave states seceded from the Union. These states no longer trusted Lincoln.

   a. joined
   b. left
   c. organized

3. When Lincoln became president, he promised not to abolish slavery in the South. He felt the plantation owners there needed to keep their slaves.

   a. keep for a short while
   b. approve of
   c. get rid of

4. Richard Nixon was pardoned for the Watergate incident. He did not have to serve time in prison.

   a. punished
   b. investigated
   c. forgiven

5. In 1973 a cease-fire was called for American soldiers in Vietnam. All of the soldiers were withdrawn.

   a. explosion
   b. stopping of fighting
   c. beginning of fighting

6. The President did not want the United States involved in World War I. He asked Americans to remain neutral.

   a. intrude
   b. debate the issue
   c. not to take sides

SYNONYMS

DIRECTIONS: Check the word that is similar in meaning to the underlined word in each sentence.

7. We entered the large castle.

   ___ a. dark
   ___ b. huge
   ___ c. light
   ___ d. green

8. The boat had a sail in the center.

___ a. spot
___ b. mirror
___ c. middle
___ d. place

9. The truck was driven down the street.

___ a. avenue
___ b. story
___ c. strange
___ d. stamp

10. Every mistake must be corrected.

___ a. struck
___ b. error
___ c. mirror
___ d. meant

ANTONYMS

DIRECTIONS: Circle the antonym for each word at the left.

11. SAVE	sell	spend	space
12. SHORT	fat	thin	tall
13. DEAD	alike	alive	away
14. ABOVE	below	upon	over
15. MORE	many	loud	less
16. NARROW	low	wide	high
17. TOGETHER	apart	here	present
18. NEVER	always	sometimes	then
19. REMAIN	rest	stay	leave
20. REMEMBER	forget	forever	review

HOMONYMS

DIRECTIONS: Underline the correct homonyms in the sentences below.

21. I am going (to, two) organize a campaign to elect her president.

22. I am not going to sign this lease because (their, there) are too many loopholes in it.

23. (Their, There) are five parts to the GED Test.

24. The plant will get more sunlight (by, buy) the window.

25. Mr. and Mrs. Jones will (buy, by) their first home this fall.

SYNONYMS, ANTONYMS AND HOMONYMS

DIRECTIONS: Read the following pairs of words. Then decide whether the pairs of words are synonyms, antonyms, or homonyms. Write S for synonym, A for antonym, and H for homonym in the space provided.

___ 26. scare, frighten

___ 27. arrive, leave

___ 28. weight, wait

___ 29. rush, hurry

___ 30. stair, stare

___ 31. waist, waste

___ 32. east, west

___ 33. battle, fight

___ 34. fancy, plain

___ 35. knot, not

___ 36. tail, tale

___ 37. argue, agree

___ 38. piece, peace

___ 39. save, keep

___ 40. repair, fix

___ 41. asleep, awake

___ 42. thought, idea

___ 43. none, all

___ 44. berry, bury

___ 45. forget, remember

PREFIXES, SUFFIXES AND ROOTS

DIRECTIONS: Combine the following prefixes, suffixes and roots to determine the word that best fits each description. Write the word in the blank before the description.

PREFIXES	ROOTS			SUFFIXES
il	port	infanti	bio	y
ex	geo	graph	pod (iatr)	al
pre	cide	leg	ped	ist
auto	scrib	script	manu	able
im	homi	dent		logy

__________ 46. A word which means "the study of the earth's surface, vegetation, population, climate, products and industries."

__________ 47. A word which means "to carry goods out of the country."

__________ 48. A word which means "to kill a baby or a small child."

__________ 49. A word which means "one who repairs and cares for the teeth."

__________ 50. A word which means "the story of a person's life written by someone else."

__________ 51. A word which means "against the law."

__________ 52. A word which means "done by hand."

__________ 53. A word which means "to write one's signature."

__________ 54. A word which means "to write a remedy for a person who is ill."

__________ 55. A word which means "a lever for foot action."

__________ 56. A word which means "the killing of one human being by another."

__________ 57. A word which means "the story of a person's life written by himself."

__________ 58. A word which means "the study of plant and animal life."

__________ 59. A word which means "one who treats foot ailments."

__________ 60. A word which means "easily carried."

DIRECTIONS: Complete the underlined words in the sentences by adding a prefix, suffix or root.

61. The new offices will have ________able file cabinets.

62. The company doctor does not treat foot ailments. You will have to find your own ________iatrist.

63. Many topics are discussed in a ________graphy book. It gives a broad view of the world we live in.

64. You may have to pay an ________port tax if you take those goods out of the country.

65. You should not take his threat of sui________ lightly. Urge him to seek professional help.

66. An in________ured servant kept one part of a contract. The contract had teeth-like notches which matched the other part which his master kept.

67. One of my favorite books is ________graphies of American Presidents. It reveals interesting facts about our nation's top leaders.

68. The government found that many ________illeg________ aliens have social security cards.

69. Long ago, products were made by hand. Yet, we still say that products are ________factured even though they may be made by machines.

70. Years ago, ________dlers were very common. They went from door to door selling various products.

71. I advise you not to take that drug since it is not ________scribed for you.

72. It is not unusual to see P.S. at the end of a personal letter. It stands for post________, which means that something is written after the closing of the letter.

73. Many large banks have installed ________matic tellers. Now people can get money for themselves 24 hours a day.

74. I plan to become a marine biolog________. I am fascinated by plant and animal life in the ocean.

75. It will be ________possible to get the bill passed without a majority vote from the Senate and the House.

MAIN IDEA

DIRECTIONS: Read each paragraph below. Then check (✓) the best answer for the main idea.

76. Encyclopedias are well organized reference books. Hundreds of experts work to make a set of these reference books. They take great care in gathering accurate facts. They also take care in arranging the facts so that you can find them easily.

___ a. Encyclopedias are made by experts.
___ b. Encyclopedias are well organized reference books.
___ c. Hundreds of experts work to make a set of these reference books.

77. Man is no match for an animal in a fair fight. Take away man's gun or his club and leave him only his hands. What chance has he? Nature has not provided him with antlers in his head nor spurs on his legs. True, he does have his mind but no protection. He could not survive a fight with an animal his own size.

___ a. Man is no match for an animal in a fair fight.
___ b. He could not stand a fight with an animal his own size.
___ c. Nature didn't provide him with protection.

78. Thousands of people were packed into the huge hall. Excitement filled the room. It was a few minutes after midnight. An announcement was made. The crowd roared with cheers and danced with joy. People hugged and kissed each other. Chicago had just elected its first Black Mayor.

___ a. People were happy about Chicago's first Black mayor.
___ b. The mayoral candidate was very happy.
___ c. Running for mayor is hard work.

DIRECTIONS: Read the following selections. Check (✓) the best title for each one.

79. Theodore Roosevelt was the 26th President of the United States. He was born in New York City on October 27, 1858. Part of his prosperous family was of Dutch ancestry. They gave a lot of money and time to good causes. Teddy, as he was called, was born to be a politician. His father was active in politics. His mother's grandfather was the first governor of Georgia.

___ a. Roosevelt's Family was of Dutch Ancestry
___ b. Roosevelt's Family Background
___ c. Roosevelt, the Politician

80. A newspaper offers many kinds of information. Important news of the city, state and nation is reported on the front page. It is also in the first section. Trends in fashion and social news are usually reported. Sports news is given. Business and finance news is given. An entertainment section is also included.

___ a. The Contents of a Newspaper
___ b. A Newspaper is Fun to Read
___ c. The Many Uses for Newspapers

81. The Great Depression left millions of people out of work. It also forced many people to stand in food lines. Many cities gave small sums of money to help people buy food and clothing. This kind of help was called Relief.

Franklin Roosevelt introduced a program called the New Deal. Under this program, many new jobs were created. This helped farmers, workers and businesses survive.

___ a. Aid During the Great Depression
___ b. The Relief Program
___ c. Roosevelt's New Deal

82. Years ago, women did not have the same rights as men. When they married, they had no property rights. Men got the best jobs. Women were expected to stay home and raise families. Women also could not vote.

In the early 1800's women began to demand more rights. The Civil War was a turning point for them. Some women held office and factory jobs. Others worked in army camps. After the Civil War, more doors opened. But they still could not vote.

In 1848, women organized conventions to discuss their concerns. They also led marches. Despite opposition from some women as well as men, women won the right to vote. In 1920 the 19th Amendment gave them the right to vote.

Now there are laws to protect women's rights. However, many feel that women still have a long way to go.

___ a. Women's Struggle for Equal Rights
___ b. Women are not Equal to Men
___ c. A Woman's Place is in the Home

MAIN IDEA AND SUPPORTING DETAILS

DIRECTIONS: Read the following paragraphs. Identify the main idea. Check (✓) the correct details which support the main idea. Some of the details in the paragraphs are unnecessary. They do not support the main idea. Put an X next to them.

Babies learn to talk through imitation. The first sounds are vowel sounds. Consonant sounds come later. When babies open their mouths and recognizable sounds fall out, they are usually praised. This encourages them to repeat their behavior and eventually to perfect the sounds. It's exciting to have them around the house. As they get older, they get into everything and require a lot of watching.

Main Idea: 83. ____

Details: ___ 84. The first sounds are vowel sounds.

___ 85. Consonant sounds come later.

___ 86. When babies open their mouths and recognizable sounds fall out, they are usually praised.

___ 87. It's exciting to have babies around the house.

___ 88. This encourages them to repeat their behavior and eventually to perfect the sounds.

___ 89. As they get older, they get into everything and require a lot of watching.

Weather forecasting has become a sophisticated business. New and improved instruments are being invented continually. Satellites now beam down pictures of the whole earth to us. It's got to be that way. Not all forecasters are as sophisticated as the instruments. Some even crack jokes. Although many scientific advances have already been made, even better forecasting instruments and methods are sure to be invented.

Main Idea: 90. ______________________________

Details: ___ 91. New and improved instruments are being invented.

___ 92. Satellites now beam down pictures of the whole earth to us.

___ 93. It's got to be that way.

___ 94. Not all forecasters are as sophisticated as the instruments.

___ 95. Some even crack jokes.

___ 96. Although many scientific advances have already been made, even better forecasting instruments and methods are sure to be invented.

Many things happen to raw hides before they can be made into shoes. First, the hide of the animal is removed and sent to a tannery. Here it is soaked in water to soften and clean it. Then the hide is soaked again in a solution of lime to loosen the hair. Finally, the hair is removed by scraping machines.

Main Idea: 97. ______________________________

Details: ___ 98. Hide is removed and sent to a tannery.

___ 99. Hide is soaked in water to soften and clean.

___ 100. Hide is soaked in a lime solution to loosen hairs.

___ 101. The tannery removes the hide.

___ 102. Hair is removed by scraping machines.

The lead in our pencils is made from graphite and clay. The graphite comes from Mexico and Ceylon. It is ground into a very fine powder. Then the graphite and clay are mixed together into a dough. The dough is pressed into small holes like the lead size in your pencil.

Main Idea: 103. ____________________

Details: ___104. Graphite comes from Mexico and Ceylon.

___105. Graphite is ground into very fine powder.

___106. Graphite and clay are mixed together into a dough.

___107. Dough is pressed into small holes like the lead size in your pencil.

___108. Water hardens graphite.

SEQUENCE

DIRECTIONS: Read each group of events below. Then arrange them in the order in which they probably will happen. Use the letters a, b, c, d.

109. ___ Give an acceptance speech.
___ Make campaign speeches.
___ Decide to run for a political office.
___ Announce your decision to the public.

110. ___ Get a driver's permit.
___ Study the rules of the road book.
___ Take the written test.
___ Practice driving with a licensed driver.

111. ___ Sign up to take the G.E.D. Test.
___ Study for the G.E.D. Test.
___ Receive a G.E.D. Certificate.
___ Take the G.E.D. Test.

112. ___ Choose a subject for a research paper.
___ Gather the information for the paper.
___ Give the paper to the teacher.
___ Write the paper.

DIRECTIONS: Read the paragraph below. Then arrange the facts that follow in the correct sequence. Use the numbers 1-10.

HOW A BILL BECOMES A LAW

Before a bill can become a law, it must first be introduced by a senator or representative. Next, it is sent to a Committee of Congress. This Committee reviews the bill very carefully. If necessary, it will change the bill. When the bill leaves the Committee, it goes to the House of Representatives. Here, the bill must receive a majority vote to pass. If the bill passes the House of Representatives, it then goes to the Senate. The bill must receive a majority vote in the Senate also to pass. Finally, the bill goes to the President. He may sign or veto it. If he signs it, the bill becomes a law.

___113. The President signs or vetoes the bill.

___114. The bill is sent to a Committee of Congress.

___115. The Committee of Congress studies the bill.

___116. A senator or representative introduces the bill.

___117. The bill goes to the House of Representatives.

___118. The bill goes to the Senate.

___119. The House approves the bill by a majority vote.

___120. The Senate approves the bill by a majority vote.

___121. The Committee of Congress makes changes in the bill if necessary.

___122. The bill goes to the President.

ALPHABETIZING

DIRECTIONS: Look at the following set of words. Underline the word that would come first in the dictionary.

123. district, division, divers

124. string, stretch, stress

125. repair, remove, repeat

126. hurt, humor, hush

127. gossip, gospel, govern

GUIDE WORDS

DIRECTIONS: Write the following words under the correct pair of guide words. Your list of words should be in alphabetical order.

clever
fancy
decimal
climb
fashion

decision
close
farm
deck
clock

fantasy
deduct
fasten
climate
deep

A. fan - fat	B. decided - deepen	C. cleaner - close
128. ____	133. ____	138. ____
129. ____	134. ____	139. ____
130. ____	135. ____	140. ____
131. ____	136. ____	141. ____
132. ____	137. ____	142. ____

PRONUNCIATION KEY

DIRECTIONS: Match each word in Column A with its phonetic spelling in Column B.

COLUMN A	COLUMN B
___ 143. beach	a. di vôrs'
___ 144. explain	b. prof'it
___ 145. divorce	c. bēch
___ 146. profit	d. ām
___ 147. aim	e. ek splān'
___ 148. export	f. hėrt
___ 149. hurt	g. nīf
___ 150. knife	h. tek nēk'
___ 151. pointed	i. ek spôrt'
___ 152. technique	j. poin'tid

SYLLABICATION

DIRECTIONS: Divide the following words into syllables.

153. polo ____________________
154. dwindle ____________________
155. garment ____________________
156. sickle ____________________
157. cedar ____________________
158. fellow ____________________
159. pickle ____________________
160. bolted ____________________
161. baseball ____________________
162. ladder ____________________
163. closet ____________________
164. hello ____________________
165. plotted ____________________
166. fallout ____________________
167. rented ____________________

STRESS MARKS

DIRECTIONS: Pronounce the following words to yourself. Then decide if the stress mark goes on the first or second syllable. Write the accented syllable in the blank space.

168. red bird ____________________
169. re cord ____________________
170. light en ____________________
171. de frost ____________________
172. brace let ____________________
173. neck tie ____________________